

ENGLISH Step by Step

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Student's Book

1



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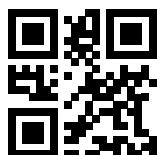
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AEN3-3K6R-MWUJ-LBD9

ENGLISH Step by Step Student's Book 1

Mit Bescheid vom 16. Februar 2023, GZ: 2022-0.317.183, erklärt das Bundesministerium für Bildung, Wissenschaft und Forschung das Unterrichtsmittel *ENGLISH Step by Step Student's Book 1* in der vorliegenden Fassung gemäß § 14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86, und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 1. Klasse an Mittelschulen und allgemein bildenden höheren Schulen - Unterstufe im Unterrichtsgegenstand Englisch (Lehrplan 2023) geeignet.

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1



So lernst du am besten mit ENGLISH Step by Step

Wer im Fußball oder Volleyball zu den Besten gehören will, muss regelmäßig trainieren. Wer regelmäßig und gern trainiert, lernt ständig dazu und verbessert seine Fähigkeiten. In der Musik ist es ähnlich: Um ein guter Musiker oder eine gute Musikerin zu werden, braucht es Können und Wissen.

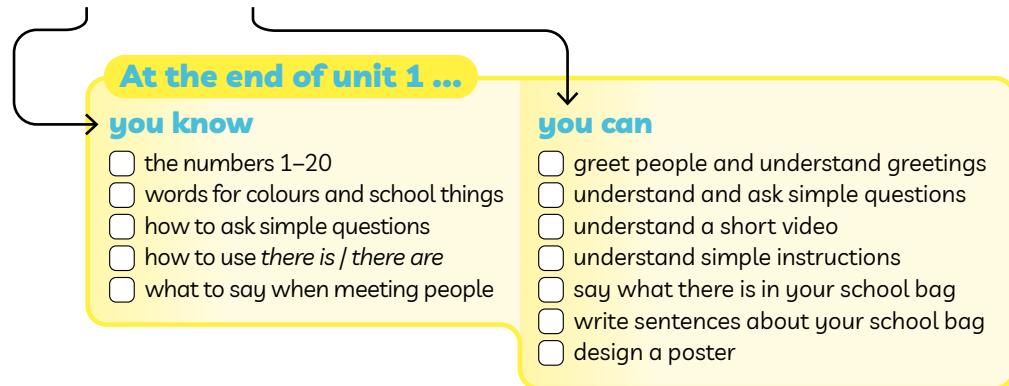
Können und **Wissen** entwickelst du auch beim Englischlernen. Du wirst zum Beispiel lernen, jemanden zu verstehen, wenn er oder sie dich auf Englisch fragt, was du gerne isst – das ist eine sprachliche Fähigkeit. Fähigkeiten nennt man beim Sprachenlernen auch **Kompetenzen**.

Mit **ENGLISH Step by Step 1** entwickelst du Kompetenzen in vier Bereichen:

1. Im **Hören** (*Listening*) – damit du zum Beispiel lernst, Lehrer/innen und Mitschüler/innen ebenso zu verstehen wie Tonaufnahmen und Videos.
2. Im **Sprechen** (*Speaking*) – damit du lernst, dich auf Englisch auszudrücken.
3. Im **Lesen** (*Reading*) – damit du zum Beispiel Mitteilungen und Geschichten verstehen lernst.
4. Im **Schreiben** (*Writing*) – damit du lernst, zum Beispiel E-Mails oder andere Texte zu schreiben.

Verschaffe dir jetzt am besten gleich einen Überblick darüber, was dich in **ENGLISH Step by Step 1** erwartet:

- Auf den Seiten 4–7 findest du das Inhaltsverzeichnis – dort siehst du die Themen der 12 Units in **ENGLISH Step by Step 1**.
- Am Beginn jeder Unit siehst du eine Liste jener Dinge, die du am Ende der jeweiligen Unit **wissen** und **können** wirst.



-  **Now go back to page 8. Check with a partner what you know / can do.**

Am Ende jeder Unit findest du einen Hinweis darauf, dass du nun wieder zum Anfang der Unit gehen und die Ziele abhaken kannst, die du erreicht hast. Das machst du am besten mit einem Partner / einer Partnerin. Stellt euch dann gegenseitig Fragen nach den neuen Wörtern – in der Unit 1 sind das zum Beispiel die Zahlen von 1–20. Wenn du sie alle weißt, kannst du sie abhaken. So erhältst du einen guten Überblick über deinen Lernfortschritt.

- Die Wörter, die im Student's Book eingeführt werden, findest du alle – alphabetisch gereiht – in der *Wordlist* am Ende dieses Buches. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

- Wenn du durch das Student's Book blätterst, findest du mehrere Symbole, die dir Folgendes anzeigen:

Diese Inhalte können auch über die HELBLING Media App abgerufen werden.

-  1/2 Zu dieser Übung gibt es eine Audioaufnahme.
(Erste Zahl: CD Nummer / Zweite Zahl: Tracknummer)
-  Zu dieser Übung gibt es ein Video.
-  Von diesem Text gibt es eine vereinfachte oder eine anspruchsvollere Version, die du lesen bzw. anhören kannst.
-  Mit dieser Übung trainierst du zusammenhängendes Sprechen.
-  Mit dieser Übung trainierst du dialogisches Sprechen.
-  CYBER Homework Dazu gibt es eine Hausübung auf der HELBLING e-zone.
(www.helbling-ezone.com)
-  WEB Project Hier kannst du ein Projekt mithilfe der HELBLING e-zone durchführen.
-  p. 10 Dazu gibt es passende Übungen im Workbook (auf Seite 10).

Noch ein Tipp: Wortschatztraining! Am Ende jeder Unit im Workbook sind jene Wörter für dich zusammengefasst, die du dir merken sollst. Wer diese Wörter regelmäßig wiederholt, hat schon bald einen tollen Wortschatz!

Und noch etwas: Wiederhole wichtige Übungen aus dem Student's Book und Workbook mehrfach. Gehirnforscher/innen haben herausgefunden, dass regelmäßiges Üben der wirksamste Weg zur Steigerung deiner Kompetenzen ist!



Im **E-BOOK+** findest du noch mehr Übungen, mit denen du deine Kompetenzen trainieren kannst. So unterstützt dich dein E-BOOK+ optimal beim Englischlernen:

-  Alle Übungen aus dem Student's Book sind im E-BOOK+ bearbeitbar und werden **automatisch ausgewertet**.
-    Du kannst alle **Audios, Videos und Stories** direkt abspielen bzw. anschauen und lesen. Wenn du möchtest, kannst du Audios auch langsamer abspielen.
-  In der **interaktiven Wordlist** kannst du Wörter suchen, nachschlagen und anhören.
-  Der **integrierte Lernplaner** ist ein praktisches Tool, das dich z. B. bei der Vorbereitung auf Tests unterstützt. Du kannst Übungen aus dem Student's Book zum Lernen auswählen und einen Zietermin im Kalender eintragen.
-  **Dialogue karaoke:** Hier trainierst du dialogisches Sprechen. Höre dir die Dialoge an und nimm dich selbst auf.



My personal learning track: Am Ende jeder Unit kannst du deinen Lernstand überprüfen und dich dann auf deinen individuellen Lernweg begeben. Mithilfe von zusätzlichen Übungspaketen, die auf deine individuellen Lernbedürfnisse abgestimmt sind, kannst du deine Kompetenzen gezielt trainieren und verbessern. Ein abschließender Test macht deinen Lernfortschritt sichtbar.

Noch ein Hinweis: Solltest du das E-BOOK+ zum **ENGLISH Step by Step 1 Student's Book** noch nicht haben, kann es auch nachträglich noch bestellt werden.

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The After School Club 1 Day one

A song My name's ...

Sounds right /z/

Extra A poster project

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The After School Club 2 Homework

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Sounds right The alphabet

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Sounds right Word stress

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The After School Club 4 A puzzle

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Sounds right Word stress

Extra A class project



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The After School Club 6 The crisp game

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Sounds right /tʃ/

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Sounds right /w/



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Sounds right *can/can't*

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The After School Club 9 The clothes game

A song Going into town

Sounds right /ɜ:/

Extra A poster project



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Sounds right -ed endings



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Unit 3 *be* (negative) / *be* (questions and short answers)

Unit 4 *have/has got / have/has got* (negatives & questions)

Unit 5 Present simple (affirmative) / Adverbs of frequency

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1

Hi!

At the end of unit 1 ...

you know

- the numbers 1–20
- words for colours and school things
- how to ask simple questions
- how to use there is / there are
- what to say when meeting people

you can

- greet people / understand greetings
- understand and ask simple questions
- understand short video instructions
- understand and give simple instructions
- say what is in your school bag
- write sentences about your school bag
- draw a school bag

Vocabulary Numbers and colours

1/1

1 a Listen and say.

1
one

2
two

3
three

4
four

5
five

6
six

7
seven

8
eight

9
nine

10
ten

11
eleven

12
twelve

13
thirteen

14
fourteen

15
fifteen

16
sixteen

17
seventeen

18
eighteen

19
nineteen

20
twenty

1/2

b Listen and say.



green



blue



brown



yellow



orange



red



black



white

c Close your book. In pairs, remember. Say a number and the colour.

12 is blue.

Yes

17 is red.

No, 17 is yellow.

2 a Watch part 1 of the video.

b Read the sentences on page 9. Circle the correct answer.

1



My name is ... / Ahmed / Oliver.

2



Hi, I'm ... / Lily / Alissa.

3



I'm ... / 11 / 12.

4



I'm ... / 11 / 12.

3 Watch part 2 of the video. Complete the sentences with the words from the box.

7A 7B 7B 7C

1 Ahmed is in class

3 Lily is in class

2 Alissa is in class

4 Oliver is in class

The After School Club 1 Day one



Let's talk

Introductions



4 In groups, say

Hi, I'm Barbara.



Hello, Barbara.
My name's ...



1 a Look at the pictures. Write *are*, *name* or *old*.

1 What's your?

2 How?
How?
How?

1/3



2 Listen and read.

LANGUAGE BOX

What's your name? My name's Paul.

How are you? I'm fine, thanks and you?

How old are you? I'm 13.

Look!

What's → What is

3 a Put the dialogue in the correct order.

Boy I'm fine, too. What's your name?

Boy I'm Harry.

1 Boy Hello, how are you?

Boy I'm 12.

Girl I'm fine, thanks you?

8 Girl Me too. I'm 12 too. Happy birthday!

Girl And how old are you, Harry?

Girl My name's Alice. And what's your name?



1/4



b Listen and check. Then practise the dialogue.



4 In pairs, ask and answer.

How are you?

What's your ...

How old ...

I'm fine, thanks.



A song

1/5+6



1 Listen and sing.

My name's...



My name's Ahmed.
Hi – and look!
Here's my pencil,
here's my book.



My name's Lily.
Here's my chair.
It is brown
not like my hair.

Hi, I'm Oliver.
How are you?
Here's my pencil
and my ruler too.



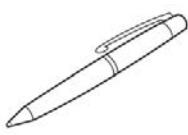
I'm Alissa
and I'm great.
Here's my school bag
and I'm late. Bye ...



It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends.

It's the After School Club.
Come and meet the friends.
It's the After School Club.
Come and meet the friends. (x2)

2 a Look at the school things. Tick the ones in the song.



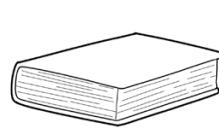
pen



pencil



pencil case



book



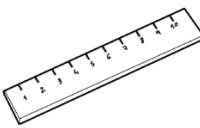
table



chair



rubber



ruler



school bag

b Colour the school things in 2a.

c In pairs, look at 2a again. Ask and answer.

What colour is your pencil case?

My pencil case is green. And what colour is your pencil case?

My pencil case is yellow.

1 Steps to grammar 2 there is / there are

1/7



1 Listen and match the children with the pencil cases. Draw lines.



Alfie



Megan



Ru



1/8



2 Listen and read.

LANGUAGE BOX



1 There is (There's) a pen.



3 There is (There's) a table.



2 There are three pens.



4 There are two tables.

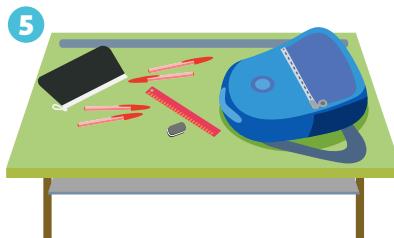
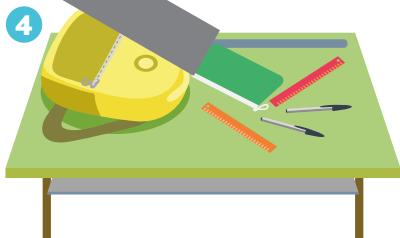
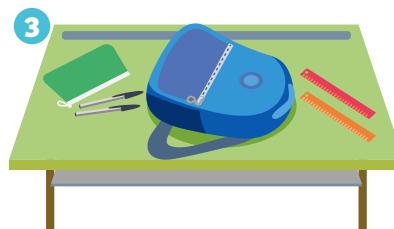
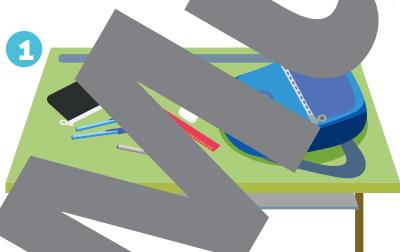
Look!

1 pencil → 2 pencils 1 school bag → 4 school bags 1 child → 3 children

3 In pairs, look and ask.

There are two black ...

It's number ...



1/9

1 a Look at the pictures. Listen and colour the objects.



b Cover up the pictures. Remember and say.

The school bag is ... The pens are ...

Sounds like /z/

1/10

2 Listen and repeat.

A pen, a chair and a pencil case.

Two pens, three chairs and four pencil cases.

1 Read and match the school bags with the children.

Anita

In my school bag, there's one book. It's red. My pencil case is black and white. There are three blue pens and a red pen in my pencil case. There's also a rubber and a ruler. They are white. My school bag is green and yellow.

Tom

Here's my school bag. It's blue and white. In my bag, there are four books and a pencil case. My pencil case is yellow. In my pencil case, there are three pencils and a blue pen. There's a white ruler and a blue and red rubber.

Molly

There are three books in my school bag. They are blue. There's a pencil case too. It's black and white. In my pencil case, there's a red pen, a blue pen and a black pen. There are two pencils. There's a white ruler and a white rubber. My school bag is red.

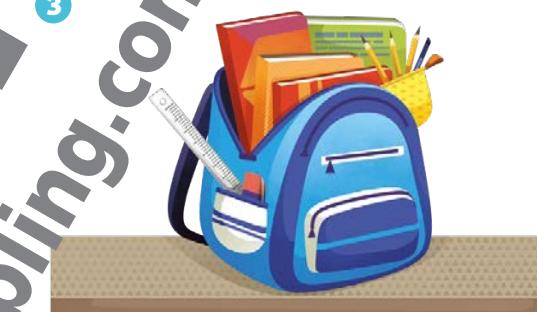
1



2



3



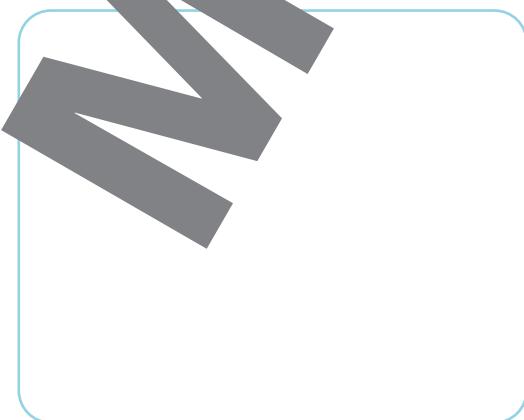
2 a Your friend wants to know about your school bag. Say what it is like.

This is my ...

It's ...

In my school bag, there are ...

b Draw a picture of your school bag and write about it.



.....

.....

.....

.....

.....

.....



1 a Listen and fill in the missing words.

Annie's school bag

Annie What's in my school bag, Tom?

Tom Hmm ... a pencil case? A ¹..... pencil case.

Annie Right. And?

Tom No idea.

Annie Come on.

Tom Well, there's a ²..... in the pencil case.

Annie Right. And?

Tom There are twelve ³..... in your pencil case.

Annie No, there are fifteen pencils.

Tom And fifteen rulers?

Annie Ha ha. No, there are two ⁴..... and ...

Tom Four books.

Annie No, there are only ⁵..... books.

Tom That's it?

Annie No! There's one more thing.

Tom I've no idea.

Annie There's a ⁶.....

Tom A poster?

Annie A poster with cool words about my work!



b In pairs, read out the dialogue



2 In pairs, do option A or B

A Tell your partner five things that are in your school bag.

In my school bag, there are three books. There are two green books and there's one red book. ...



B Tell your partner five things that are in your school bag. Say what colour they are.

In my school bag, there are three books. There are two green books and there's one red book. ...



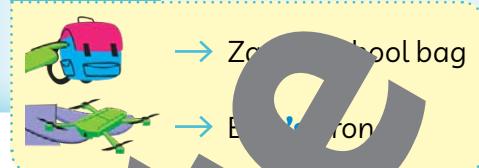


1 a Read the dialogue. Put the pictures in the correct order.

The school bags

Zaph Look! My school bag.
 Brox Wow! Cool! What's in it?
 Zaph Only twenty blue pencils, nineteen orange pencils, eighteen yellow pencils, seventeen red pencils ...
 Brox OK, OK, stop. Only pencils?
 Zaph No. There are twenty blue pens, nineteen orange pens, eighteen ...
 Brox OK, OK, stop! And twenty green books and nineteen brown books and ...
 Zaph No! Stop! There are only twelve green books and eleven brown books and ...
 Brox OK, OK.
 Zaph And eight black and white rubbers and one orange ruler. And a football. And a basketball. And ...

Look!



Brox Stop! Zaph
 Zaph And a ...
 Brox STOP!
 Zaph OK. ... What's in your school bag?
 Brox There's a blue pencil case and there are some blue books.
 Zaph ...?
 Brox There's a green drone.
 Zaph What?
 Brox ...
 Zaph Bye, bye! No school!



b Read again. Complete the sentences.

- 1 In Zaph's school bag there are orange pens.
- 2 In Zaph's school bag there is one orange
- 3 In Zaph's school bag there are balls.
- 4 In's school bag there is one pencil case.
- 5 In Brox's school bag there is one drone.

1/12+13+14



c Listen to the dialogue. Then read it out in funny voices.

2 Do option A or B.

A

Write two sentences about Zaph's school bag and one sentence about Brox's school bag.

B

Write three sentences about Zaph's school bag and two sentences about Brox's school bag.

A poster project

1 In groups, make a poster.

COOL WORDS



Now go back to page 8. Check with a partner what you know / can do.

2

My teachers

At the end of unit 2 ...

you know

- words for school subjects
- the alphabet
- how to use the verb *be*
- how to use *a/an*
- how to use subject pronouns

you can

- say what you like
- talk about school subjects and teachers
- talk about yourself and your classmates
- understand a short text
- write a short text about you, your school and your teachers

Vocabulary School subjects

1/15

1 a Listen and write the numbers.

 English German Maths biology music art PE geography

b Think and say.

My number one is English.
My number two is ...

Look at photos 3, 4 and 5 on page 19. What subjects can you find?

Photo 3 ...'s the ... homework.

2 a Watch part 1 of the video.

b Read the photo story on page 19. How many of these tasks can you do?

1 Alissa is in ...	<input type="checkbox"/> 7A.	<input checked="" type="checkbox"/> 7B.	<input type="checkbox"/> 7C.
2 Lily is in ...	<input type="checkbox"/> 7A.	<input type="checkbox"/> 7B.	<input type="checkbox"/> 7C.
3 The person in ... Alissa is ...	<input type="checkbox"/> the maths homework.	<input type="checkbox"/> the German homework.	<input type="checkbox"/> an art teacher.
4 Miss Black is ...	<input type="checkbox"/> a maths teacher.		

5 What's the problem for Oliver?

6 What's the problem for Lily?

3 Watch part 2 of the video. Who says it? Write Ahmed, Oliver, Alissa or Lily.

1 "Oh, no! Biology homework."	4 "And I like German."
2 "It's for tomorrow!"	5 "Look! It's Mr Clark. He's my maths teacher."
3 "I like biology. It's my number one!"	6 "Wait. Tomorrow?"

The After School Club 2 Homework



Let's talk about what you like



4 In pairs, ask and say.

I like English and PE.
What about you?



I like ... and



Noo!!



HOMEWORK FOR
TOMORROW!

1 Listen. Look at the pictures. Write *class 7B, Ahmed, Alissa and art teacher*. Listen and check.



I'm an



You're in



He's



....

2 Listen and read.

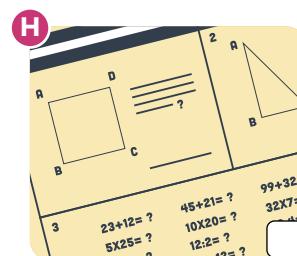
LANGUAGE BOX

1 I am in class 7B.	5 It is the maths homework.
2 You are in class 7B.	6 We are in class 7A.
3 He is a maths teacher.	7 You are in class 7C.
4 She is an art teacher.	8 They are in different classes.

Look!

am = I'm
you are = you're
he/she/it is = he's / she's / it's
we are = we're
they are = they're

3 Match the sentences from 2 with the pictures. Write 1-8 in the boxes.



4 Cover the language box. Look at the pictures in 3. Say sentences with *am, is, are*.

Picture 1. I'm in class 7B.

Picture 2. You're ...

Picture 3. He's ...

Picture 4. ...

5 Listen and answer.



What about number 1?

He's/She's a/an ... teacher.

It's the ... homework.

Vocabulary

The alphabet

A song

1/18+19



1 Listen, sing and complete. What are the two countries in German?

The alphabet rock

Come with me on a trip
to a land far away.

1

ABCDEF**G**, yeah!
HIJK
LMNOP
QRS and
TUV
WXY and Z.

Come with me on a trip
to a land far away.

2

ABCDEF**G**, yeah!
HIJK
LMNOP
QRS and
TUV
WXY and Z.

with me on a trip
to a land far away.



2 a What are the names of the two countries in the USA?



②

Look!

1 country → 2 countries



Number ... is ...

1/20



b Listen and write the names of the four countries.



1

2



3



4

c In pairs, play the alphabet game.

Come with me on a trip to a land far away.

Where are you going?

Listen. ...

You're going to ... Wow!

1 a Listen, read and find out: Who are Kim's friends?



b Circle the correct answer.

- 1 The classroom is nice. It / He is nice.
- 2 Mr Smith is a maths teacher. It / He is a maths teacher.
- 3 Miss Davies is an art teacher. It / She is an art teacher.
- 4 Mr Wilson and Miss Watson are PE teachers. We / They are PE teachers.

2 Listen and read.

LANGUAGE BOX

1 I am 11 years old.	He is a boy.	5 It is a school bag.	7 You are friends.
2 You are my friend.	She is a girl.	6 We are happy!	8 They are teachers.

Look!

a maths teacher
an art teacher

3 a Read and circle the correct word.

Hi! ⁴ We / You are David. ² I / It am 12 years old. Look! This is Samantha and this is Tim. ⁵ He / They are my friends!

Hi! ⁴ We / You are Samantha and Tim. ⁵ He / It is David. ⁶ They / We are in class 6A!

b In pairs, talk about yourself and your classmates.

Hi! I am ...

Look! This is He/She is my friend.

Skills Listening and speaking

1/23



Sounds right The alphabet

1 Listen and repeat.

A H J K B C D E G P T V F C X I Y
L M N O Q R U T E W N Z

1/24



2 a Listen and write the words.

1 _____

4 _____

2 _____

5 _____

3 _____

6 _____

b Match the words in 2a with the pictures. There are extra pictures.

A 

B $\frac{2}{5}(a+b) = E^2$
 $\sqrt{3} \left[1 + \sum_{k=1}^{\infty} \frac{3 \times 4^{k-1}}{9^k} \right]$



H 



L 



3 a In pairs, spell the other words from 2b.

b Choose your own words and spell them.



1 Look at the pictures and read the sentences. Circle T (True) or F (False).



1 This is Ahmed. T / F



2 This is Alissa. T / F



3 This is Emily. T / F



4 This is Miss Bloom. T / F



5 This is Tom. T / F

2 Unscramble the letters and write the school subjects.



1



2



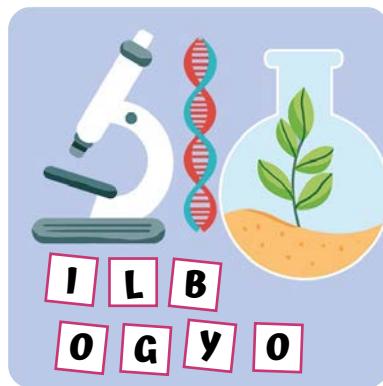
3



4



5



6

3 a Choose four words and jumble the letters.

b Spell the letters of the words to your partner. Can they write the words?

1/25

1 a Listen and answer: What's the teacher's subject?

1/25

b Listen again. Fill in the missing words.

The new teacher

Teacher Classroom 6. Hmmm ...
No! Not here. Classroom 7 ...
And not here!

Sam Umm ... excuse me?

Teacher Hello! What's your name?

Sam I'm Sam.

Jack And I'm Jack.

Teacher Nice to meet you! I'm Mr Wood.

Sam You're a teacher?

Teacher Yes, I am! I'm a new teacher.

Jack What's your subject, Mr Wood?

Teacher Aha! You can guess ... I like numbers!

Sam You're a ¹

Teacher No! And I like pictures.

Jack You're an ² teacher!

Teacher No! And I like stories!

Sam You're an ³ teacher!

Teacher No! And ... I like Great Britain* and the USA ...

Jack You're a ⁴ teacher!

Teacher Yes! Very good boy!
Now ... umm ... the classroom is ... ?

Sam It's there, Mr Wood!

Teacher Ah, I need a map!



VOCABULARY: *Great Britain – Großbritannien

1/26

c In groups of three, look at the sketch.

2

In pairs, choose A or B.



A Act out one dialogue.

B Listen. Act out the dialogues.
Choose one. Change it.

1 Trevor Yay! It's lesson time.
Viv What lesson?
Trevor My number one ...
Viv My favourite lesson!
Oh! Music!

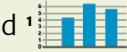
2 Paul Oh, no! My red pencil!
Hannah Don't worry ... Look – there it is.
Paul Thank you! It's my favourite.
Hannah You have a favourite pencil?
Paul Yes! For art!

1 a Read the text quickly. Two people like numbers. Say their names.

b Read again. Choose the correct school subjects.

Guess the subject!

 **Chris**

Hi! I'm Chris. I'm 12 years old. I like numbers and ¹ . I like ²  and ³ .

What's my favourite subject?

Winter School 

music German biology

 **Wendy**

Hello! My name's Wendy. I'm 11 years old. I like skating and ⁴ . I like ⁵  and ⁶ .

What's my favourite subject?

art geography PE

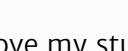
 **Amy & Ellis**

Hello! We're Amy and Ellis. We're 11 years old. We like pencils and ⁷ . We like ⁸  and ⁹ .

What's my favourite subject?

music English art

 **Mr Willow**

Hello! My name's Mr Willow. I like numbers! And I like ¹⁰  and ¹¹ .

I love my students!

PE maths biology

c Read the text again. Who says it? Write **Chris, Wendy, Amy and Ellis or Mr Willow**.

1 "I love my students."
 2 "I'm 12 years old."
 3 "We're 11 years old."
 4 "I like skating."

d Find the pictures of these words in the text. Write the numbers.

1 camera

2 book

3 pencil

4 ruler

5 ball

6 chair

7 pen

8 notebook

9 computer

10 dice

11 pie chart

2 Look and write a text for you. Do option A or B.

A Hello! My name's Tom. I'm 10 years old. My favourite subject is PE.

B Hi! My name's Sandra. I'm 10 years old. I like  and . What's my favourite subject?

► 1 Watch episode 1. Write the names.



riendA

Hi, I'm Ai ___ e ___.



rvDenA

This ___ e ___.

2 Match the words with the pictures. Draw lines.



rat

water bottle

torch

pen

map



► 3 Watch episode 1 again. Put the words in the order you see them.

rat

water bottle

pen

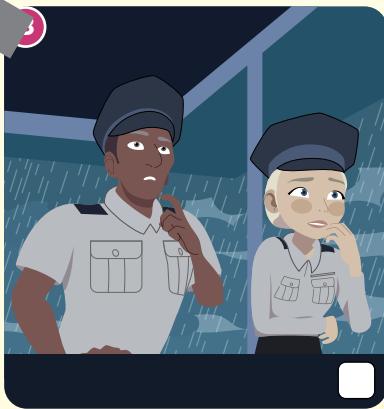
map

storm

Everyday English

4 Match the pictures and the sentences.

1 At last! 2 How strange! 3 Let me see.



VOCABULARY: *free – frei; be in danger – in Gefahr sein; backpack – Rucksack

Now go back to page 18. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 8 (Revision)



p. 25

3

Our feelings

At the end of unit 3 ...

you know

- words for feelings
- words for rooms in the house
- how to form questions with the verb *be*
- how to use the negative form of the verb *be*

you can

- say how you feel
- talk about and care for other people's feelings
- ask and understand questions about feelings
- understand a short text about feelings
- understand short articles about feelings
- say what rooms there are in a house
- write sentences about a picture

Vocabulary Feelings

1/27

1 a Listen and write the numbers.

 happy sad nervous tired hungry angry bored hot cold

b In pairs, mime a feeling and guess.

You're hungry.

Yes. / No.

c Look at the photo story on page 29. Find the feelings.

Photo 1: tired and ...

2 a Watch part 1 of the video.

b Read the photo story on page 29. How many of these tasks can you do?

1 In photo 1, Alissa is ...	<input checked="" type="checkbox"/> tired.	<input type="checkbox"/> sad.
2 Oliver is ...	<input type="checkbox"/> hungry.	<input type="checkbox"/> tired.
3 What's the problem in photo 3?	<input type="checkbox"/> He's tired.	<input type="checkbox"/> He's hungry.
4 It's not ... here. Where is she?	<input type="checkbox"/> In the bathroom.	<input type="checkbox"/> In the hall.

Photo 5: ... and Ahmed aren't They're tired.

6 In photo 3, Alissa isn't She's

3 Watch part 2 of the video. Complete the sentences with the words from the box.

happy angry sorry angry

1 Ahmed's

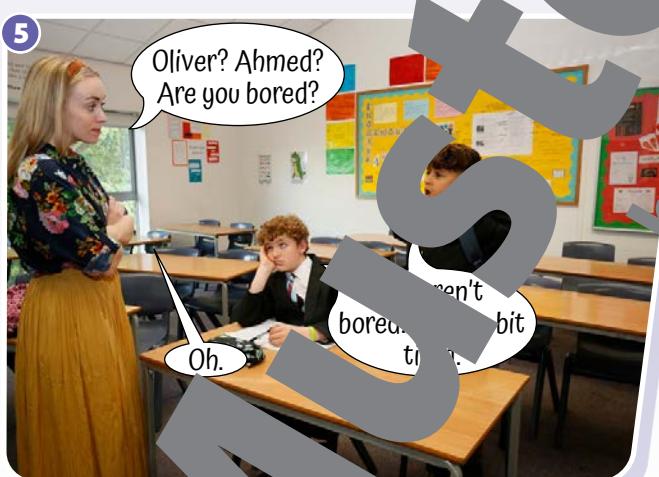
3 Lily's

2 Alissa's

4 In the end, Alissa isn't

The After School Club 3 Ahmed's hungry

3



Let's talk! Asking for someone's feelings



4 In pairs, choose and say.



I'm tired.

Poor you.

I'm happy!

Great!

1 Look at the pictures. Write **hungry**, **tired** and **angry**. Listen and check.



1 She isn't happy. She's

2 He isn't sad. He's

3 We aren't bored. We're

2 Listen and read.

LANGUAGE BOX

1 I'm not happy. I'm angry.	5 It isn't hungry. It's angry.
2 You aren't happy. You're sad.	6 We aren't cold. We're nervous.
3 He isn't tired. He's hot.	7 You aren't tired. You're tired.
4 She isn't nervous. She's cold.	8 They aren't sad. They're bored.

Look!

isn't = is **not**
aren't = are **not**

3 Match the sentences from 2 with the pictures. Write A–H in the boxes.



4 Cover the language box. Look at the pictures in 3. Say sentences with **not**.

Picture Tom **isn't** happy.

Picture You **aren't** ...

Picture He **isn't** ...

5 a Listen to the sentences. Listen for the feelings. Write the correct feelings.

1 Tom is **angry**. **angry**

2 Sophie is **sad**. **sad**

3 Harry is **hungry**. **hungry**

4 Isabelle is **happy**. **happy**

5 Poppy is **cold**. **cold**

6 Jack is **sad**. **sad**

b Look at 5a again. Say the correct sentences.

Tom isn't happy. He's ...

Sophie isn't She's ...

A song

1/31+32



1

Listen and sing.

The feelings boat

Come on board the feelings boat,
come on board.

We are happy, angry, tired,
hot and cold and bored.

Tom is in the living room.
He's so sad.

Harry's in the bathroom.
Look – that's bad!

Lisa's in the kitchen.
She's very hungry.
Jonathan is happy.
Annabel is angry.

Come on board ...

So, hey you girls
and boys,
come to the hall.
Hurry up and listen,
and get ready you all!

Let's jump in the water.

Yeah, okay.

Now we're all cold.

Yeah, yeah, yay!



1/33



2 a Look at the feelings boat. Listen and write the numbers. Then say the words.

kitchen

bathroom

hall

toilet

living room

bedroom

b In pairs, test your partner.

What's number ...?



The bedroom.

c Look at the things in 1. Find these things in the feelings boat. Tell your partner.

Number 1 is in the ...



1 a Listen, read and find out: What's the girl's name? What's the boy's name?



b Read the questions. Find the answers. Draw lines.

1 Are you happy?
2 Is Maya nervous?
3 Is Maya bored?
4 Is Nick happy?

a No, he isn't.
b No, he is.
c I'm not.
d Yes, he is.

2 Listen and read.

LANGUAGE BOX

1 Are you angry? Yes, I am. / No, I'm not.
2 Is she nervous? Yes, she is. / No, she isn't.
3 Is he happy? Yes, he is. / No, he isn't.
4 Is it good? Yes, it is. / No, it isn't.
5 Are we tired? Yes, we are. / No, we aren't.
6 Are they cold? Yes, they are / No, they aren't.

3 a Look and read. Choose the correct answer.



Is he sad?

 Yes, he is. No, he is not.

Is she nervous?

 Yes, she is. No, she isn't.

Are they angry?

 Yes, they are. No, they aren't.

Is it cold?

 Yes, it is. No, it isn't.

b In pairs, point at a child. Ask and answer.

Is he/she ... ?

1



2



3



4



Skills Listening and speaking

1 Think, pair and share.

- Look at the pictures. What words can you think of?
- In pairs, write down the words.
- Compare your words in class.

1/36



2 a Listen and put the pictures in the correct order.

A



B



C



D



E



F



b In pairs, look at the pictures in 2a. Tell the story.

Picture 1. Andrea isn't happy. She's in ...

Picture 2. Andrea isn't ...

Sounds right! Word stress

1/37



3 Listen and repeat.

Kitchen, bedroom, toilet, hall.

Bathroom, living room – that's all!





1 Read the sentences and look at the picture. Circle T (True) or F (False).

- 1 There's a girl in the living room. T / F
- 2 The kitchen is orange and white. T / F
- 3 The water in the bathroom is cold. T / F
- 4 The girl in the bedroom is tired. T / F
- 5 The bedroom is blue. T / F
- 6 There are two girls in the kitchen. T / F
- 7 The boy in the living room is angry. T / F
- 8 The living room is red. T / F

2 Write four true sentences about the picture.

- 1
- 2
- 3
- 4

1/38

1 a Listen and answer: How many people have a problem?

1/38

b Listen again. Fill in the missing words.

And, Mum ...?

Mum How are you, Adrian?
 Adrian Oh, Mum, I'm ¹
 Mum What's the problem?
 Adrian The German test tomorrow ...
 Mum And you, Rose? What's your problem?
 Rose I'm ²
 Mum OK, have a sandwich.
 Adrian And, Mum?
 Mum Yes, Adrian?
 Adrian I'm ³
 Can I close the window?
 Rose No! I'm hot.

Adrian And, Mum, I'm
 Rose I'm bored AND tired.
 Mum What's happy? Are you never happy?
 Adrian I'm What's happy?
 Rose Yeah, what's that?
 Mum I'm happy.
 Adrian You're happy?
 Mum I am. Listen. You two are
 Rose Go to bed, then I'm
 Rose Ha ha, very funny.



1/39

c In groups of three, read out the sketch.

2 In pairs, do option A or B.



A Listen. Act out one dialogue.

1 Daa Daa, arrhh ...
 Daa Are you tired, Ayshe?
 Daa Yes, I am. And I'm also bored.
 Daa Oh, dear.

2 Helen Arrgh! Not again!
 Mehmet What is it? Helen?
 Helen My pen. This is my pen, Mehmet.
 Mehmet No, it isn't.

B Listen. Act out the dialogues. Choose one. Change it.



1

Look at the photos in 2a. What are the feelings? Do option A or B.

A Say.

Photo A: Angry.



B

The	girl	in photo ... is	happy.
	boy		angry.
	people		...
	kids		...

2 a Read the article.

Learn to... manage your feelings

**Girls have feelings. Boys have feelings.
Teachers have feelings, and mums
and dads have feelings too.**

It's good to have positive feelings. And it's OK to have negative feelings.

Learn to manage your feelings. It's easy.

What's the feeling here? Yes, they are angry!



When you're angry, you can do this:

B



1 Count to ten and breathe
one ... two ... three ...

C



2 Rip up paper.



3 Pop bubble wrap.

E



4 Think of a funny picture.



F



5 Go outside. Shout:
I'm soooo angry!

b Read and circle T (True) or F (False).

1 Boys have no feelings.	T / F
2 It's good to have positive feelings.	T / F
3 It's not good to have negative feelings.	T / F
4 The person in photo F isn't happy.	T / F
5 In the article, there are three photos of angry people.	T / F

Story time



1 a Read the text. Complete the sentences.

- Rose is She can watch her series.
- Rose is in the garden. Soon she's very

Rose is hangry

Rose is angry. Something is wrong with her tablet. No pictures, no sound. The screen is black. "Dad, help me. I can't watch my series." Dad isn't happy. He's in the garden. "Not now, Rose. I'm in the garden." "Please, Dad, help me now." "OK, where's the tablet?" "Here it is."

Dad checks the tablet. "Oh, Rose. The tablet is OK. Recharge* it, please. Then there's no problem."

Rose is happy. Now she can watch her series.

Then she's bored. "Dad! I'm bored." Dad isn't happy. "I'm in the garden, Rose. Help me in the garden."

"OK, but isn't it too hot?"

"No, it isn't. Come in, help me." Soon Rose is very tired. "I'm tired, Dad. And I'm hot." Soon she's back in the house again.

Now, Dad is in the house again too. "How are you, Rose? Are you tired?"

"No, I'm not."

"Are you alright now?"

"Yes, I'm fine."

"Is there a problem, Rose?"

"I'm hangry."

"You are what? What is hangry?"

"Hangry is when you're angry and hungry. I'm angry because I am hungry."

"OK. Here's a sandwich for you, Rose."

"Thanks, Dad. Now I'm fine."

b Read the text again. Put the pictures in the correct order. Then write the correct feelings words under the pictures.

A



C



D



E



F



c Listen and check.

Now go back to page 28. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 12 (Revision)

4

Pets

At the end of unit 4 ...

you know

- words for pets
- how to use *have/has got* and *haven't/hasn't got*
- how to use prepositions of place

you can

- talk about your and other people's pets
- express disbelief
- say what you and other people have (n't) got
- understand, say and ask questions about things
- write a short text about a animal
- find out about animals online

Vocabulary Pets

2/1

1 a Listen and write the numbers.



fish



rabbit



hamster



cat



dog



snake



hamster



budgie

b Ask other kids in class.

What's your favourite pet?

My favourite pet is a ...

c Look at the photo story.

39. What photos are the words for pets in?



Snake is
in photo ...

2 a Watch part 1 of the video.

b Read the photo story again. How many of these tasks can you do?

- 1 Mr Hart has got a white pet. T / F
- 2 Mr Hart has got a snake. T / F
- 3 ... has got a ... and white.
- 4 ... has got a
- 5 Ahmed's family have got a dog. rabbit.
- 6 Oliver's pet is a snake. crocodile.

3 Watch part 2 of the video. Who says it? Write Ahmed, Mr Hart or Alissa.

- 1 "Where's Oliver?"
- 2 "Or in his crocodile?"

- 3 "Uhh. Help, help, a crocodile!"
- 4 "On his crocodile?"

The After School Club 4 A puzzle



Let's Expressing disbelief



4 In pairs

I've got a crocodile.



No way!

I've got 17 red cats.



Really?

1 a Match. Write the numbers.



I've got a



Alissa, you've got a



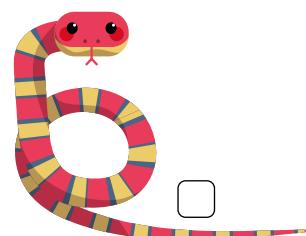
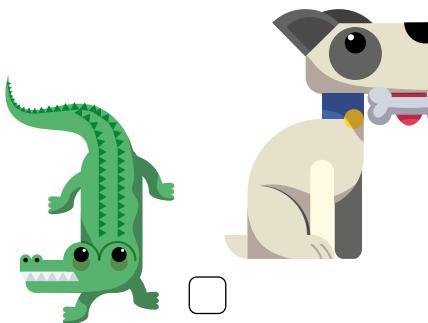
Oliver's got a



We've got a



They've got



2/2



b Listen and check.

2/3



2 Listen and read.

LANGUAGE BOX

1 I've got two dogs.
2 You've got a green school bag.
3 He's/She's got a red pen.

4 We've got two cats.
5 You've got two budgies.
6 They've got a hamster.

Look!

I've got = I have got he's got = he has got we've got = we have got



3 In pairs, talk about pets for half a minute.



I've got a dog.
My best friend has got ...

My family has got ...
My sister has got ...

Vocabulary

Prepositions of place

A song

2/4+5



1 a Listen and sing.

Where are my pets?



Kitty, my cat,
where are you?
You're behind my sofa.
My house is a zoo!

Rover, my dog,
where are you?
You're on my bed.
My house is a zoo!



Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now!



Bernie, my budgie,
where are you?
You're under my table.
My house is a zoo!

Harry, my hamster.
where are you?
You're next to the chair.
My house is a zoo!



Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now!

Susie, my snake,
where are you?
You're in my school bag.
My house is a zoo!

Roger, my rabbit,
where are you?
You're in front of the house.
My house is a zoo!



Where are my pets, pets, pets?
Come on let's, let's, let's
get the pets, pets, pets.
Right now! (x2)

2/4



b Listen and sing. Where are the animals? Circle T (True) or F (False).

1 Rover is under the chair.	T / F	4 Harry is next to the chair.	T / F
2 Kitty is on the bed.	T / F	5 Susie is behind the school bag.	T / F
3 Bernie is under the table.	T / F	6 Roger is in front of the house.	T / F

c Look at the pictures in 1a. In pairs, ask and answer.

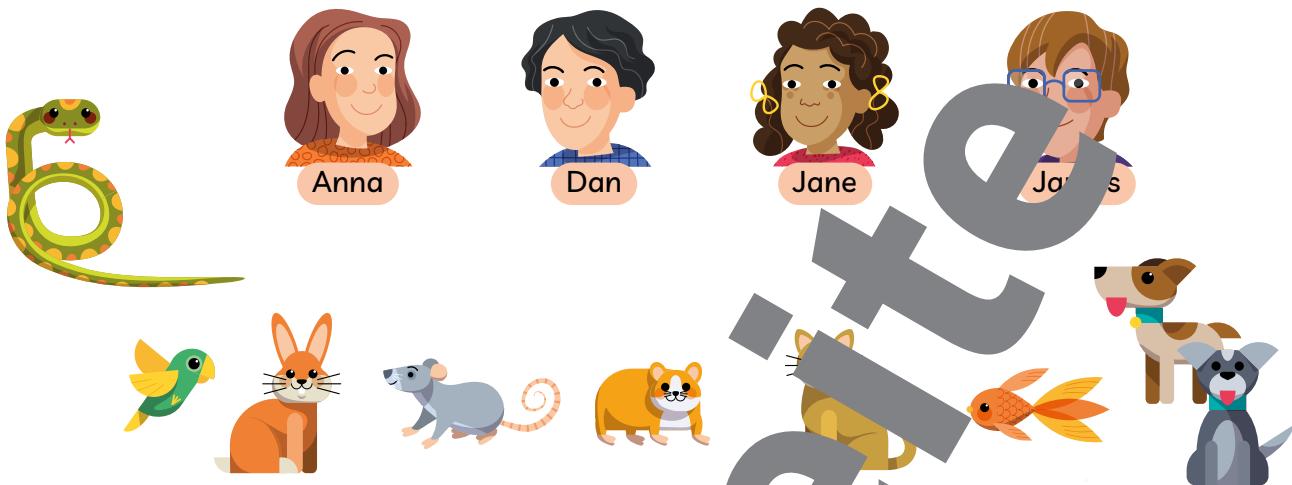
Where's the crocodile?

Where's the fish?



It's ...

1 Listen and match the children with the pets. Draw lines.



2 Listen and read.

LANGUAGE BOX

- 1 Have you got a hamster? Yes, I have. / No, I haven't.
- 2 Has he/she got a dog? Yes, he/she has. / No, he/she hasn't.
- 3 Have you got a cat? Yes, we have. / No, we haven't.
- 4 Have they got a budgie? Yes, they have. / No, they haven't.

Look!

hasn't = has not
haven't = have not

3 a In pairs: Student A looks at picture A. Student B closes the book and asks questions.

Have you got dogs?

Yes, we have. We've got three dogs.

No, we haven't.

Look!

1 fish → 4 fish



b Now student B looks at picture B. Student A closes the book and asks questions.

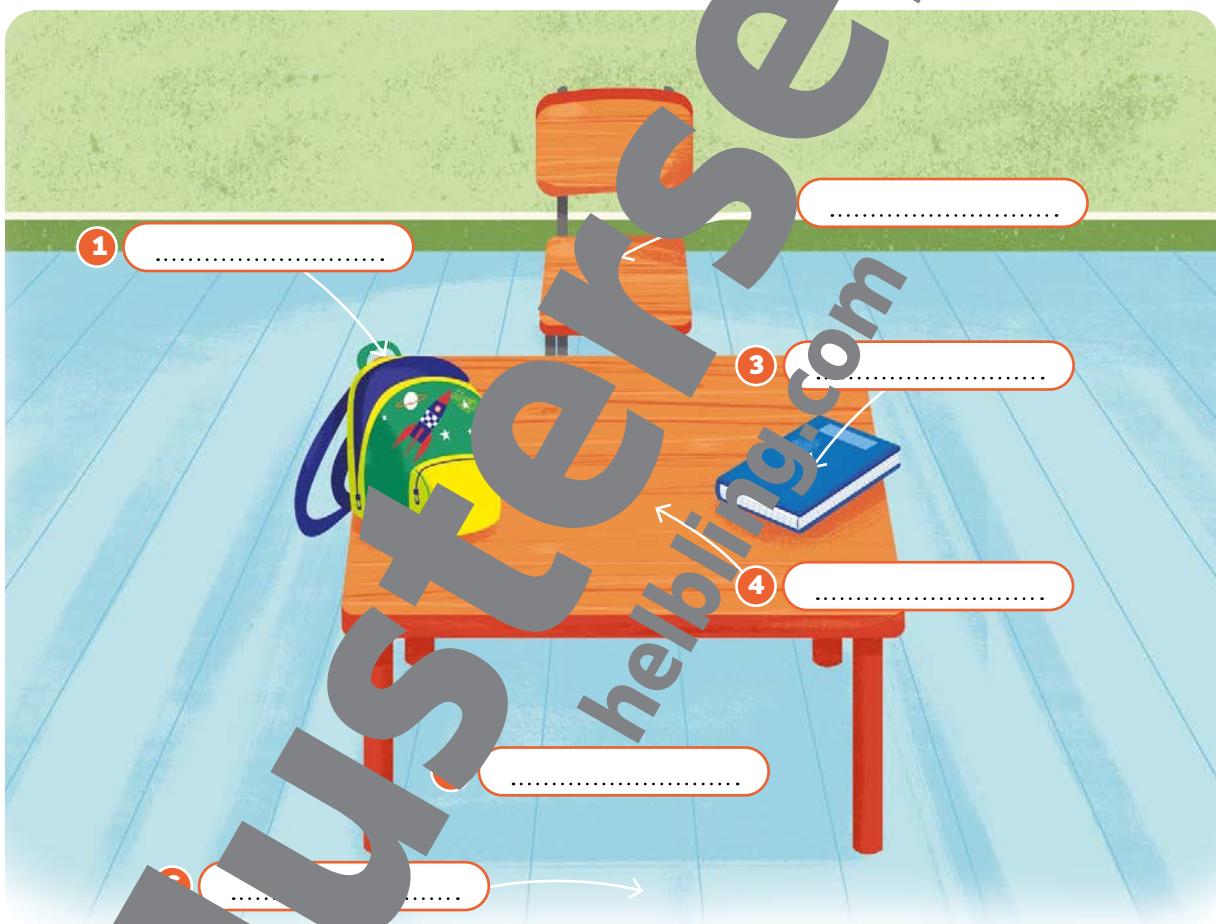
Skills Listening and speaking

1 Think, pair and share.

- a Look at the pictures. What words can you think of?
- b In pairs, write down the words.
- c Compare your words in class.

2/8

2 Listen and write the animal words in the correct places.



3 In groups, use your books and remember.

Where's the cat?

It's on the chair.



No, it's on the floor
in front of the table.



CYBER Homework 14

WB p. 44

1 Read and write the names under the pictures. There are four extra pictures.

Our pets

Tell us about your pet. Send us a photo.

My pet is a budgie. She's called Clara. She's very beautiful. She's green and yellow.

I've got a snake. Her name's Silvia. She's brown and yellow. She's very beautiful.

I've got a dog. Her name's Luna. She's black and white. I really like my dog.

My pet is called Bobby. He's a rabbit. He's small and fluffy.

I've got a budgie. He's blue. He's from Brazil. His name's Bertie.

I've got a pet called Lupin. He's a black rabbit. He's got long ears.

My pet is a dog. She's got brown fur and she's very small. I love her. Her name's Lucy.

My pet's name is Sid. He's a snake and he's very long.



1



2



3



4



5



6



7



8



9



10



11



12

2

A Write about your (imaginary*) pet.

B **a** Think of names for the four extra animals in the photos.

b Write about each of the animals.
I've got a rabbit called

VOCABULARY: *imaginary – erfunden

2/9

1 a Listen and draw Wally in the three places the children see him.



2/9

b Listen again. Circle T (True) or F (False).

- 1 Linda's pet is a rat.
- 2 The pet's name is William.
- 3 Aryan's friend hasn't got a pet.
- 4 Wally is behind the sofa.
- 5 Wally is on the table, then under the sofa.
- 6 Wally is on Linda's head.

T / F

/ F

T / F

T / F

T / F

T / F

2/10

2 In pairs, do option A or B.



A Listen. Act out the dialogue.

B Listen. Act out the dialogues. Choose one. Change it.

1 Rose Where's the cage? Benji Is it behind the sofa? Rose It isn't. Benji Is it under your bed? Rose No, it isn't. It's on the green chair.

2 Sophie Where's my budgie? Nick In the cage*? Sophie No, it isn't. Oh dear, oh dear. Nick Is it behind the bed? Sophie Behind the bed? No. Nick Oh, there it is. Sophie Where? Nick Next to the window. Sophie Oh, no! Get it. Quick!

VOCABULARY: *cage – Käfig



1 a Read the text. Choose a good title.

 Millions of cats Pets in the UK Dogs cost a lot of money

30 million people in the United Kingdom* (UK) have got a pet. In the UK, there are 10.1 million pet dogs.

Every year, people in the UK spend about* 7 billion* pounds on pets.

Have you got a dog? In the UK, a small dog costs about 1,800 pounds a year.



In the United States (US), 60 million families have got one or more pets. About 10 million people have got dogs.

Every year, people in the US spend about 39 billion dollars on pets.

Have you got a dog? In the US, a dog costs you about 700 dollars a year.

10 million
10,000,000

1 billion
1,000,000,000

VOCABULARY: *United Kingdom – Vereinigtes Königreich; **about** – ungefähr; **billion** – Milliarde

2/11+12+13



b Listen and check.

c Go online. Find out the following:

- 1 How much is 1,800 pounds in euros?
- 2 How much is 700 dollars in euros?
- 3 How much is it for families in the UK to have small dogs?
- 4 How much is it for million families in the US to have dogs?
- 5 How much is it a year for a dog in Austria?



Web project

2 In groups, do one of parts A or B.

A Choose a country: UK, US or Austria. Find out:

- How many people have got a cat?

- How much is it a year for a cat?

- Write down the facts. Read them out in class.

In the US ... people have got a ...

It costs ... a year for a ...

B Choose a country: UK, US or Austria. Pick two pets. Find out:

- How many people have got these pets?
- How much money is it a year for these pets?
- Write down the facts. Read them out in class.

1 Remember episode 1. Look at the pictures and write the names.

Draven
Aiden



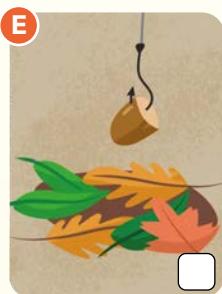
1



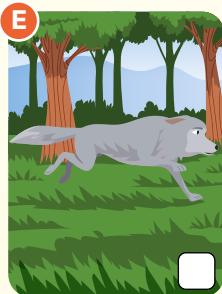
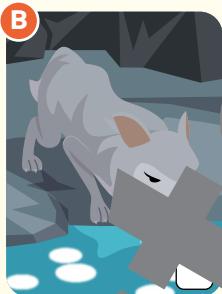
.....

2 Match the words with the pictures.

1 nut 2 squirrel 3 wolf 4 strawberry 5 trap



▶ 3 Watch episode 2. Put the pictures in the correct order.



Everyday English

4 Match the pictures to the phrases.

1 Try it. 2 Look! What's happening?



VOCABULARY: *smell – riechen; lovely – schön, lieblich; You can't catch me! – Du kannst mich nicht (ein)fangen!; I'm very fast! – Ich bin sehr schnell!; I can climb up trees! – Ich kann auf Bäume klettern!

Now go back to page 38. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 16 (Revision)

WB p. 48

5

My week

At the end of unit 5 ...

you know

- words for daily routines
- how to use the present simple
- how to use adverbs of frequency
- the days of the week

you can

- say what you and other people do every day
- say how often you do something
- understand simple instructions
- understand some simple talk about their daily routines
- ask simple questions about a picture
- write sentences about your daily routine

Vocabulary

Routine words

2/14

1 a Listen and write the numbers.


 get up

 have breakfast

 go to school

 have dinner

 do homework

 go to bed

b In pairs, mime, ask and answer. (Have breakfast? Yes! That's right!)

c Look at the photo story on page 49. Find and say the routine words.

Photo 5: get

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Alison gets up at
- 2 Oliver has breakfast at
- 3 Mr Hart has dinner at
- 4 Bluebell does her homework at
- 5 Bluebell's friend has dinner at
- 6 Lily's friend goes to bed at

T / F

T / F

 angry.

 happy.

 five.

 six.

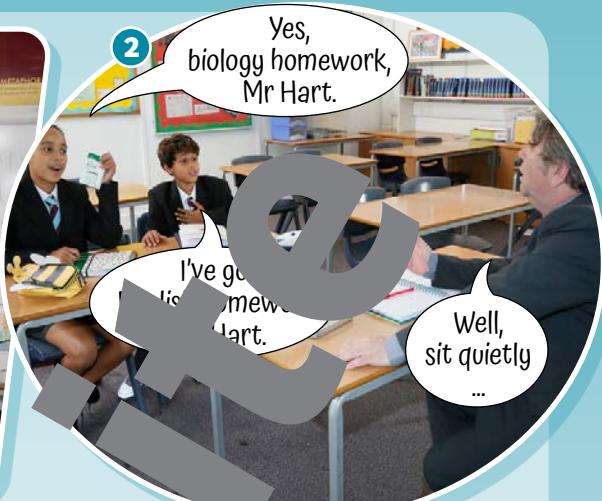
at four.

VOCABULARY: *at (three) – um (3 Uhr)

3 Watch part 2 of the video. Who says it? Write Mr Hart, Oliver or Lily.

- 1 "I go to bed at nine!"
- 2 "My friend has dinner at six."
- 3 "Bluebell."
- 4 "She's my friend, too!"
- 5 "Bluebell hasn't got homework."
- 6 "Oh, very good."

The After School Club 5 Late!



Let's ~~discuss~~ what you do every day



4 In pairs, ask and say.

I get up at six. What about you?



I have breakfast at ... and I go to school at What about you?



I get up at I have breakfast at What about you?

2/15



1 Look and write Ahmed and Alissa, Mr Hart or Bluebell. Listen and check.



1 gets up at five.
2 has breakfast at seven.
3 does homework at four.

2/16



2 Listen and read.

LANGUAGE BOX

1 I get up at six.	5 It goes to bed at nine.
2 You have breakfast at seven.	6 We have dinner at seven.
3 He does homework at five.	7 You do homework at six.
4 She gets up at seven.	8 They go to school at eight.

Look!

I/you/we/they	he/she/it
get	gets
have	has
go	goes
do	does

3 Match the sentences from 2 with the pictures. Write 1–8 in the boxes.



4 Cover the language box. Look at the pictures in 3. Say sentences with *I*, *you*, *he*, *she*, *it*, *we*, *they*.

Picture 1. I ...

Picture 2. You ...

Picture 3. He ...

Picture 4. It ...

5 Listen and answer.

What about number 1?

She ... at ...

They ... at ...



Vocabulary Days of the week

A song

2/17+18



1

Listen and sing.

The cool cat

This is Clementine, the cool, cool cat.
She's always hungry, and she eats all that! (x2)

On **Monday** she eats lots of burgers.
On **Tuesday** she eats lots of steaks.
On **Wednesday** she eats lots of hot dogs.
On **Thursday** she eats lots of cakes.

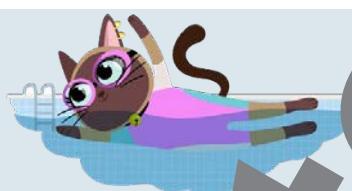
This is Clementine ...

On **Friday** she eats lots of ice cream,
and pizzas and pasta too.
She eats and eats lots of pasta.
It's all too much – there you go!

This is Clementine ...

On **Friday** evening she goes to bed.
She has no dinner. She feels so sick.
On **Saturday** and **Sunday** she sleeps all day.
But on **Monday** morning she's really quite fit.

This is Clementine ...



She gets out of bed and starts to run.
She runs and runs and runs in the sun.
She goes to the sea, she starts to swim.
She does it every day, and has lots of fun.



This is Clementine, the cool, cool cat.

She's always hungry,
and she eats all that!

And our Clementine, the cool, cool cat,
is now super fit and looks like that!

This is Clementine.



2/17



2 a Listen and sing. Listen again and write the days of the week.



1



2



3



4



5



6 Friday evening



7



8 Monday morning

b In pairs, look and say.

Monday.

She eats lots of ...

1 a Listen and read.

First:



always / eat burgers



often / eat pasta



never / swim

Then:



always / go to the gym



often / run in the sun



sometimes / eat pizza

b Look at the pictures and say.

First,	the cool cat	always	eats ...
Then,		often	swims ...
		sometimes	goes ...
		never	runs ...

Look!

I often do homework at four.
Dinner is always at six.

2

Listen and read.

LANGUAGE BOX

	always	often	sometimes	never
Monday	✓			
Tuesday		✓		
Wednesday	✓		✓	
Thursday		✓	✓	
Friday	✓			
Saturday				
Sunday	✓			
	get up ...	have breakfast ...	eat ice cream	run to school
				sleep all day

1 I always get up at seven.

2 You often eat ice cream.

3 She sometimes runs to school.

4 They never sleep all day.

3 a Write sentences about you. Use adverbs of frequency.

On ...	Monday	always	get up at ...
	Tuesday	often	have breakfast at ...
	Wednesday	sometimes	go to school at ...
	Thursday	never	eat ...
	Friday		go to bed at ...
On ...	Saturday		
	Sunday		

b Read the sentences out to a partner.

c Read your sentences out in class.

Skills Listening and speaking

Sounds right Word stress

2/21



1 Listen and repeat.

Monday, Tuesday, Wednesday. Great.
Thursday, Friday. I can't wait!

Saturday and Sunday.
the 'no school today' day!

2/22



2 a Listen to the interview. Circle T (True) or F (False).

1 The questions are about Thursdays. T / F
2 The children go to the same school. T / F

2/22



b Listen again and write the correct times.



Gary 1

Nicola 2

3



Gary 9

10

11

Nicola 8

10

12



3 a Listen to the tape. 3b again. Talk about Gary and Nicola.

On Mondays, Gary gets up at ...

b Now try to talk about your week for a minute.

On Mondays, I get up at ...

On Tuesdays, I ...



1 Look at the pictures and read the story. There are two mistakes in each part of the story. Find them and write the correct information.

Ruby and Fred get up. They are tired. They go downstairs to the kitchen and have breakfast. It's nine. They get their school bags. Ruby has got a red school bag and Fred has got a blue school bag. Hurry up, children! It's school time!



1 It isn't nine. It's eight.
2

The children leave the house and go to school. They are very late. They run. They get to school at eight. But there is a problem. The school is closed. There are no children outside the school. There is only an old man and his dog. "This is strange*", Ruby says. "Yes, very strange," says Fred.



3

4

"Have you got your phone?" Ruby asks Fred. "I don't have this phone. It's yellow," turns around and says Ruby. Fred turns around. "The phone says 'no signal'." "It's Saturday," says Ruby, "not Sunday." There is no school on Saturday. The children walk home. They are angry, but they are also happy.



5

6

Skills options Listening and speaking

2/23

1 a Listen and answer: Who is the farmer's friend?

2/23

b Listen again. Fill in the missing words.

The farmer's friend

Farmer Oh, what a day! I'm so tired! Look at you, happy sheep. You know, I ¹ at five every day! You ² at six. Then I ³ at seven!

Voice Baaaa!

Farmer I know! Poor me. I'm so hungry ... I sometimes ⁴ at nine! And I ⁵ at eleven!

Voice Baaa-baaa! Poor you!

Farmer I know! Poor me ... I'm so tired. You sheep are never happy ... you always eat!

Voice Yes, we are hungry! We sometimes ⁶ at nine. We often ⁷ at nine.

Farmer I know! Poor me! Here's an apple.

Voice Eh? An apple? Thank you!

Farmer Wait a minute ... are you ... are you a sheep?

Voice Yes! I'm a sheep! Baaa baaa.

Farmer Oh, dear. A talking sheep! I am tired. Is it a dream?

Voice No, it's not a dream, it's a dream! Here's the apple!

Farmer Wow! Thank you, sheep!

Voice You're welcome, Dad!

Farmer Dad? Wait a minute! Tara is that you?

Voice Ha ha, yes, it's me! I'm in the tree!



c In pairs, draw the sketch.

2/24

2 In pairs, do one of A or B.

A Listen and act out one dialogue.

1 Mum, Jonny! Go to bed!
Jonny But Mum ...
Mum Jonny! Go to bed now!
Jonny But Mum ... the cat is in my bed!

B Listen. Act out the dialogues. Choose one. Change it.

2 Marco What's that?
Diane It's my breakfast! I often have breakfast at school.
Marco But not in class! The teacher is here!
Diane Ah!



1 Look at the photos. Listen to the words.



1 listen to music



2 read a book



3 sleep for 8 hours



please



thank you



5 start the day with a positive thought*



6 do what I like

VOCABULARY: *positive thought – positiver Gedanke



2 a Read the article.

HERE ARE FIVE TIPS FOR A GOOD LIFE

FIVE TIPS FOR A GOOD LIFE

Learn to ... have a good life

1 Start the day with a positive thought.

Lara is twelve. She is a very positive girl. Lara is nice to people. Her friends like her. Lara says, "From Monday to Friday I always get up at six. On Saturday and Sunday I get up at eight. I get out of bed. I say, 'I'm a nice person. Please say please and thank you. Today is a wonderful day for me.'"

2 Read.

Jamie is eleven. He starts the day with a book. Jamie says, "I always read before breakfast. I love books. Books are my friends."

3 Make a list for the day.

Lara says, "I often make a list for the day. That helps me plan it. My list for today:

- Pack my school bag.
- Take my bus to school.
- It's Annie's birthday. Write a card for her.
- I can't eat an apple!
- In the afternoon, play table tennis with Jane and Yusuf."

4 Do what you really like.

Jamie says, "I love music. So I often listen to music. I do my homework. Then I stop for twenty minutes and listen to my favourite music. It's great!"

5 Sleep.

An old person sleeps five hours a day. A horse sleeps three hours. A guinea pig sleeps four hours. A cat sleeps 12–16 hours. And you? Lara says, "Sleep is important. I sleep nine or ten hours every night. This gives me a lot of energy!"



b Read again. Circle T (True) or F (False). Then listen and check.

1 Lara is a very positive girl.
2 Lara's friends like her.
3 She always gets up at six.

T / F

T / F

T / F

4 Jamie always reads a book before dinner.

T / F

5 He never listens to music.

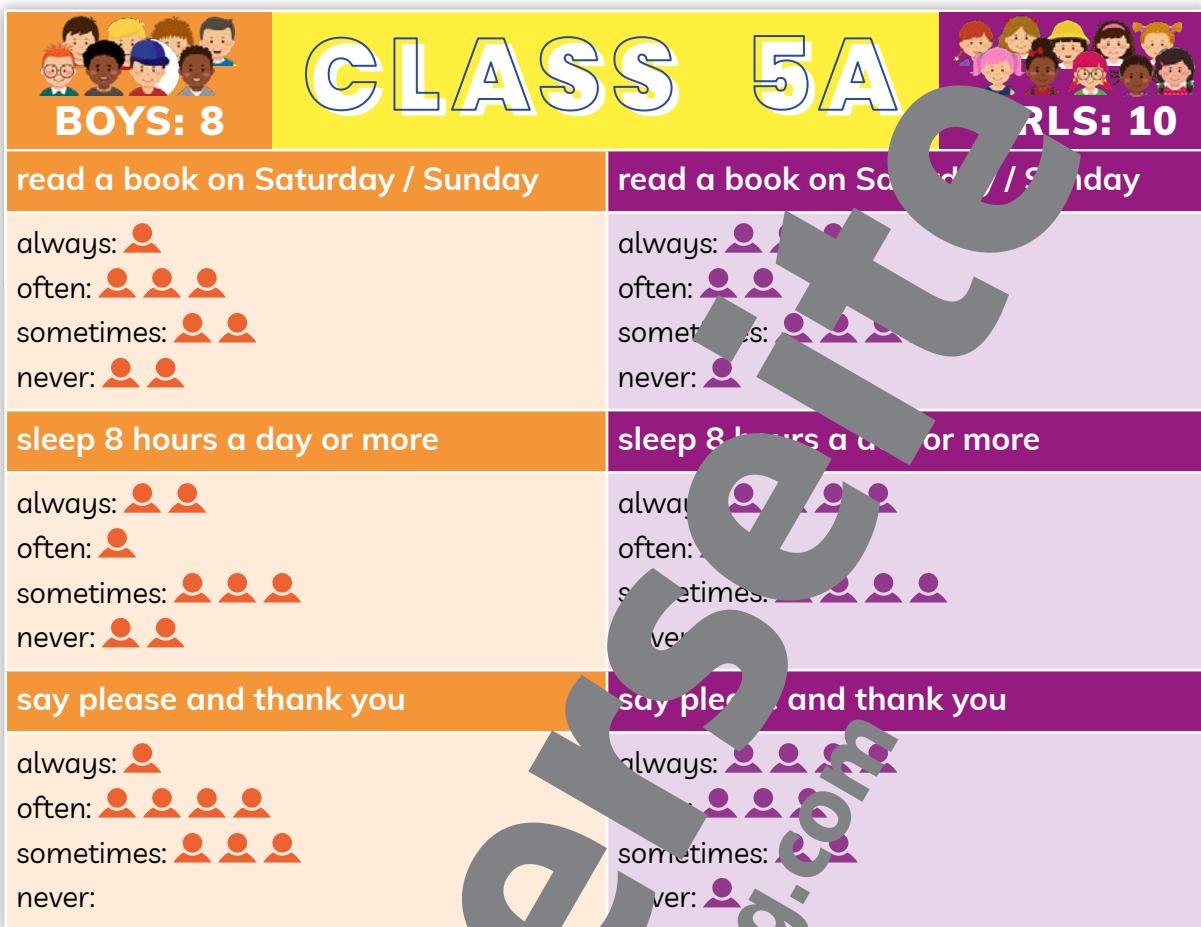
T / F

6 A cat sleeps three hours a day.

T / F

A class project

1 a Look at the chart. How many children are in class 5A?



b Look at the chart again. Now make sentences about class 5A.

One boy always reads a book on ...
 ... girls always read a book on ...
 ... boys sometimes ...
 ... girls never ...
 ... boys often ...

2 a Choose three routines in your class.

eat pizza on Saturday / Sunday eat chocolate watch a film on Saturday

listen to music in bed play football go to bed at ten or later on Saturday

b Say one sentence for each of the routines.

I always eat pizza in bed.

I always listen to music in bed.

3 a Make a checklist on the board.

b Look at the poster in **1a**. Make a poster for your class.

Now go back to page 48. Check with a partner what you know / can do.

6

Food

At the end of unit 6 ...

you know

- words for food and drinks
- verbs to talk about food
- how to use the present simple negative
- how to use object pronouns

you can

- say what you, your family and friends like or don't like
- understand short texts and dialogues about food
- understand a speech
- write sentences about your lunchbox
- write a diary about your food

Vocabulary Food

2/29



1 a Listen and write the numbers.

 bacon sausages chicken cheese an onion a chilli bread water milk crisps ketchup a sandwich

b In pairs, ask and answer.

I like chicken. What about you?

Me, too. / I don't like it.

c Look at the photo story on page 59. Find and say the food words.

Photo 1: crisp

► 2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 The children play the ...
- 2 The crisp is ...
- 3 Lily likes ... and onion crisps.
- 4 Alissa likes chicken ... crisps.
- 5 ... doesn't like sausage and crisps.

 crisp game. sandwich game. bacon and onion. cheese and onion.

T / F

T / F

6 ... and don't like the game.

► 3 Watch part 2 of the video. Complete the sentences.

- 1 asks Mr Hart to play the crisp game.
- 2 He gets some crisps from his
- 3 says, "Eat it, Mr Hart."
- 4 The crisps are flavour.
- 5 Alissa gives Mr Hart some

The After School Club 6 The crisp game



Let's talk about food

4 In pairs, point and say. Then point at a picture in 1a and say.



apple



banana



orange



broccoli



tomato

Yuck.

It's delicious.

That's good/bad for you.

VOCABULARY: *flavour – Geschmack

1 a Look at the photo story on page 59 again. Write the missing names.

1 doesn't like the cheese and onion crisps.
 2 likes the cheese and onion crisps.
 3 and like the chicken crisps.
 4 and don't like the mustard and ketchup crisps.

2/30



b Listen and check.

2/31



2 Listen and read.

LANGUAGE BOX

1 I don't like milk.	4 It doesn't like bread.
2 You don't like chicken.	5 We don't like coffee.
3 She doesn't like water.	6 They don't like chilli.

Look!

I/You/We/They **don't** like onions.
 He/She/It **doesn't** like onions.

don't = does not
 doesn't = does not

3 Match the sentences from 2 with the pictures. Write 1–6 in the boxes.

4 Cover the language box. Look at the pictures in 3. Say sentences with *I, you, she, it, we, they*.

Picture A. I don't like ...

Picture B. We

Picture ...



5 In pairs, talk about you, your family and your friends.

I don't like ...
 My best friend doesn't like ...



My sister doesn't like ...
 My mum and dad don't like ...



Vocabulary

Food and drinks

A song

2/32+33



1 a Listen and sing.

Luke's café

Every day,
hey, hey, hey,
we meet at
Luke's café. (x2)

We eat chicken.
We eat steak.
We eat ice creams.
We eat cake.

We love crisps,
and burgers too.
We like sausages.
What about you?

Every day,
hey, hey, hey,
we meet at
Luke's café. (x2)

We order coffee. Every day,
We order coffee. hey, hey, hey,
We drink the water. we meet at
that's funny! Luke's café. (x2)

The things we have
is when we late,
and we night go out
at Luke's café.

Every day.



2/32



b Listen and cross out food in the picture that is not mentioned in the song.



2 In pairs, talk about your favourite restaurant/café for a minute.

We ... /some ... /... go to ...
I ... /order ...
I like, but I don't like ...
I hate ...
My dad/mum/brother orders ...
He/She often eats/drinks ...
He/She loves ...
He/She doesn't like / hates ...





1 a Listen and read.

Dad The food's here. Mmh. I'm hungry.
 Waiter OK. A nice big steak and chips. Is that for you, sir?
 Bob No, the steak is for me.
 Dad Yes, give the steak to him, please.
 Waiter And I've got some chicken and chips. Who's that for?
 Julia Me.
 Dad OK, so please give the chicken to her.
 Waiter And I've got some sausages and chips. Who wants sausages?
 Max & May The sausages are for us.
 Dad The twins. OK, give the sausages to them, please.
 Waiter OK, enjoy your meal.
 Dad What about me? Where's my food? Waiter. Waiter!
 Julia Here, Dad. Have a chip.



b Look at the picture. Draw lines from the food to the people.

2 Listen and read.

LANGUAGE BOX

1 The steak is for me .	5 The water is for it .
2 The bacon is for you .	6 The sandwich is for us .
3 The sausages are for him .	7 The chilli crisps are for you .
4 The crisps are for her .	8 The bread is for them .

Look!

I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

3 In groups, play the present* game.

VOCABULARY: *present – Geschenk

a Draw the presents on separate pieces of paper.

b Give your presents to people in your group.



Skills Listening and speaking

2/36



Sounds right /tʃ/

1 Listen and repeat.

Ketchup, chicken,
chilli, cheese.

Put it in a sandwich.
Hurry, please!

2/37



2 a Listen to the mini-dialogues. Choose the correct answer.

1 What is for lunch today at school?



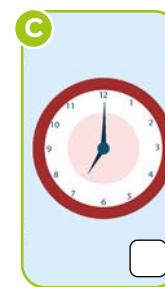
4 What is Jim's favourite flavour of crisps?



2 What has Alex got in his sandwich?



5 What time is dinner?



3 What drink is in Lucy's lunchbox?



6 What's on the pizza?



2/37



b Listen again. Circle T (True) or F (False).

1 Jim is happy to have steak for lunch.	T / F
2 Lucy likes his sandwich.	T / F
3 Lucy eat cheese and onion crisps in her lunchbox.	T / F
4 Lucy gives her chocolate bar.	T / F
5 Alex has got two packets of crisps in his packed lunch.	T / F
6 Jim doesn't like pizza.	T / F
7 None* of the children like the pizza.	T / F

VOCABULARY: *none – keiner/keine



1 a Read and match the lunchboxes with the children. Write the names.



1 2 3

There's a packet of cheese and onion crisps in my lunchbox. Great. I love them. There's a banana. That's good.

There's a tomato and cheese sandwich – my favourite! And a bottle of orange juice. Perfect. Thanks, Dad.



Lana

What's for lunch? I've got a cheese sandwich. I like cheese! I've got a bottle of water. No crisps. No banana. It's a disappointing lunch.



Lucy

I've got a cheese sandwich in my lunchbox today. I always have cheese sandwiches. They're OK. I've got a packet of chicken crisps and a bottle of water. It's not very exciting.



I've got a sausage sandwich for lunch today. I love sausage sandwiches. They're my favourite. I've also got my favourite crisps – bacon and onion. I've got a bottle of orange juice and an apple. It's the perfect lunch.



Liam

b Read again and draw a face () for each person.

Lance



Lucy



Lana



2 What's in your lunchbox? Draw a picture and write about it.



.....

.....

.....

.....

.....

.....

.....

.....

2/38

1 a Listen to the sketch. Then read it out.

At a Chinese restaurant

Mum Mmmh – Chinese food! I love it.
 Tony Yeah, great. I love it too.
 Waiter Good evening. Here are the menus.
 Tony I want the sweet and sour pork*.
 Mum You always order the sweet and sour pork. Try something different.
 Tony I don't want to. You try something new.
 Mum OK. Let's see. I'll take number 124. I feel lucky today.
 Waiter Are you sure?
 Mum Yes, of course.
 Waiter Are you really, really sure? You want Jī zhuǎ.

Mum Jī zhuǎ. Exactly. One went and sour pork and...
 Waiter Very good.
 (Fifteen minutes later)
 Waiter Here's your sweet and sour pork, young man.
 Tony Thank you.
 Waiter And here's your Jī zhuǎ.
 Mum Oh my gosh! What is that?
 Waiter Number 124. It's Jī zhuǎ.
 Mum I wonder what is it?
 Waiter Chicken feet. In a hot* sauce.
 Mum Ewwww.
 Waiter I can't eat that.
 Mum Don't worry. I'll eat it, Mum.



VOCABULARY: * sweet and sour pork – Schweinefleisch süß-sauer; hot – scharf

2/38

b Listen again. Circle T (True) or F (False).

1 Mum and Tony love Chinese food.	T/F	T/F
2 Tony wants to order sweet and sour chicken.	T/F	T/F
3 Mum tells Tony to try another meal.	T/F	T/F
4 Mum feels lucky.	T/F	T/F
5 Mum orders 124.	T/F	T/F
6 She knows what it is.	T/F	T/F
7 Mum gets chicken feet.	T/F	T/F
8 She loves them.	T/F	T/F

2/39

2 In pairs, do option A or B.



A Listen. Act out one dialogue.

1 Hanna, dad, can I order the burger?
 Dad No, you can't. You always order burgers.
 Hanna I love burgers.
 Dad You aren't healthy. Order something healthy.
 Hanna The chicken nuggets?
 Dad No, Hanna!

B Listen. Act out the dialogues. Choose one. Change it.

2 Mum Here's a cheese and tomato salad for you.
 Noah But I hate tomatoes.
 Mum They're good for you. Very healthy.
 Noah Mum, I don't like them. What else is there?
 Mum Spaghetti.
 Noah With tomato sauce?
 Mum Yes, of course.
 Noah OK, I'll take it.

Look!

1 tomato → 2 tomatoes



1 a Read Marisa's diary.

My big brother – the cook

Monday

Mum and Dad are away. My brother Alan is the cook. He thinks that he's a very good cook. "I can cook for you, Marisa," he says. "No problem, I'm an excellent cook and I love to experiment!"

In the morning, he puts muesli in front of me. I don't like it very much, but with lots of milk it's OK.

In my lunchbox, he puts four apples.

"Very healthy, Marisa," he says. At school, I give three apples to my friend Jenny. She loves apples.

In the evening, he cooks jam and eggs. "Jam and eggs?!" I say. "Well," he says, "jam and eggs is unhealthy. But jam is OK. It's an experiment. Try it."

I don't eat it. I'm not crazy.



Tuesday

It's the same again in the morning. Muesli, muesli, muesli. And for my lunchbox: a sandwich with crisps in it. Cheese and crisps. "Try it," Alan says. "It's my favourite kind of sandwich. I think it's disgusting."

For dinner, we have sausages in milk. "What?" I say. "In milk?" Alan says, "You know, milk is very good for you." "But not with sausages," I say.

"Why not? It's still an experiment," he says. "Mum! Dad! Where are you?"

Muesli in the morning. No lunchbox. I buy a big sandwich and a bottle of apple juice at school. I have a great lunch. At school, hooray! Mum and Dad are back.

Let's have a Chinese takeaway," Dad says. "Good idea!" Mum and I shout. "But I want to make a pineapple-banana pizza," my brother says. "I like to experiment." "No way, Alan!" I shout.



2/40+41+42



b Read the text again. Match the sentence halves. Draw lines. Listen and check.

- 1 For breakfast, Marisa says
- 2 For dinner on Monday she gets
- 3 Monday dinner
- 4 For lunch on Tuesday she
- 5 She likes crisps
- 6 On Wednesday, Dad orders

- a sausages in milk.
- b gets a crisp sandwich.
- c a Chinese takeaway.
- d gets muesli.
- e jam and eggs.
- f four apples.

2 It's lunchtime on Saturday. Mum and Dad are away again. Marisa's the cook. Write a diary entry for Alan (50–70 words). Write about:

- what Marisa cooks
- what experiment she makes
- what you like / don't like about the food

Start like this:

Mum and Dad are away again. But today Marisa's the cook. ...



1 Remember episode 2. Write the words under the pictures.

squirrel Druff wolf



1

2

2 Use the code to write the words.

CODE: A = 1, B = 2, C = 3, etc.



— (4) — (18) — (5) — (19) — (19)



— (3) — (5) — (2) — (12) — (1) — (18)



— (6) — (9) — (18) — (5)



— (16) — (1) — (9) — (2) — (9) — (14) — (7)



3 Watch episode 3. Complete the sentences with the verbs.

meets helps jumps tells finds takes walks* sees

1 Jenna out of the room. 2 Aiden Jenna upstairs.
 2 Jenna Aiden the painting.
 3 Aiden Jenna name. 4 Victoria into the room.
 4 Aiden Jenna walk. 8 Aiden out Victoria has a secret.

VOCABULARY: *walk – gehen

Everyday English

4 Complete the mini-conversations with the phrases from the box.

Well done! You're right. But it's true. Promise.

Jenna Is it safe?

Jenna Look. I can walk.

Aiden You can't do it.

Aiden Yes, you can.³

Jenna I can't walk.

Aiden I don't believe* you.

Aiden You can't do it.²

Victoria ⁴

You must* believe me.

VOCABULARY: *safe – sicher; believe – glauben; must – müssen

Now go back to page 58. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 24 (Revision)



p. 71

7

My family and friends

At the end of unit 7 ...

you know

- family words
- how to use present simple questions
- possessive adjectives
- adjectives to describe people

you can

- ask someone what they can (do)
- ask and answer simple questions about family and friends
- describe your family
- understand a short talk about their families
- understand a short video and a sketch
- understand a short article in a youth magazine about animal families

Vocabulary

Family

3/1

1 a Listen and write the numbers.

 grandma father (dad) grandpa mother (mum) sister best friend

parents

 brother

b Talk about your family and friends.

I've got two brothers. I have a ...

My grandma's name is ...

c Look at the photo story on page 69. What does Miss Tilki say about sports?

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

1 The teacher's name is Miss Tilki. T / F

2 She is 30 years old. T / F

3 Miss Tilki likes ...

 BMX biking. basketball.

4 There is Miss Tilki's ...

 boyfriend. cat.

5 You can see Miss Tilki likes pets? Why (not)?

6 What do we know about Miss Tilki's family?

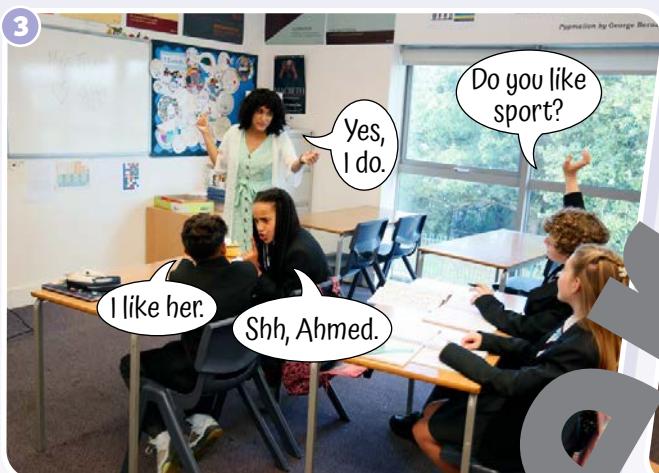
3 Watch part 2 of the video. Who says it? Write Miss Tilki, Miss Tilki's father or Lily.

1 "There's someone at the door."

2 "Oh, really?"

3 "These are for you."

4 "Thanks, Dad!"



Let's practice! Do you like ...? / Does he/she like ...?

4 In pairs, ask and answer.

Do you like basketball?

Yes, I do. / No, I don't.

Does ... like ...?

Yes, he/she does. / No, he/she doesn't.



3/2

**1** Remember the photo story. Write the answers from the box. Listen and check.

Yes, I do. No, I don't. No, she doesn't. Yes, he does.

- 1 "Miss Tilki, do you like football?"
- 2 "Miss Tilki, do you like basketball?"
- 3 "Miss Tilki, does your mother own a restaurant?"
- 4 "Miss Tilki, does your father cook?"

3/3

**2** Listen and read.**LANGUAGE BOX**

- 1 **Do** you **like** cats? – No, **I don't**.
- 2 **Do** you **like** snakes? – Yes, **I do**.
- 3 **Does** your mum **like** football? – Yes, **she does**.
- 4 Pam and Sue, **do** you **like** music? – Yes, **we do**.
- 5 **Do** Tim and Sue **like** ice cream? – No, **they do**.

LanguageA **Do** you/we/they **like** sport?B **Yes**, I/we/they **do**.No, I/we/they **don't**.C **Does** he/she/it **like** cornflakes?B **Yes**, he/she/it **does**.No, he/she/it **doesn't**.**3 a** Find the questions and answers in **2** and write them under the pictures.

A Do you ?
B No, ?

A Tim and Sue ?
B ?



A it ?
B B ?

3/4

**b** Listen and check. Then act out the mini-dialogues.**c** In pairs, ask and answer.

Do you like ... ?
Do your parents ... ?
Does your mother/father/
brother/sister/best friend ... ?

Yes, I do. / No, I don't.
Yes, they do. / No, they don't.
Yes, he/she does. / No, he/she doesn't.

A song

3/5+6

1 a Listen and sing.

Family and friends

Tall and short and chubby,
pretty, fit and smart.
My friends and all my family,
are always in my heart.

Does your mum like to run?
Does she do sport all day?
My mum is tall and fit.
She always wants to play!
Tall and short and chubby ...

Do your friends like to dance?
Do they jump into the sky?
My friend Steve is very short,
but he jumps up very high!

Tall and short and chubby ...

Does your dad like to read?
Does he always have a look?
Yes, he's really smart.
but he never likes to cook!

Tall and short and chubby ...



b In pairs, ask and answer the questions from the song.

Does your mum like to run? Yes, she does. / No, she doesn't.

2 a Look at the pictures. Circle the correct word.



tall / short



short / tall



fit / chubby



tall / pretty



fit / chubby



b In pairs, ask and answer.

Does your mum like to play sport?

Does your dog eat everything?

Yes, she does. She's very ... /
No, she doesn't. She likes ...

Yes, he does. He's very ... /
No, he doesn't. He doesn't like ...



1 a Listen and read.

Mum	What is this?! Kyra, come here!	Rohan	They aren't my shoes, Mum!
Kyra	What?	Dad	Ask Dad! ... are his shoes!
Mum	Look at this! Clean up your shoes!	Mum	Dad!
Kyra	They aren't my shoes, Mum!	Dad	What?!
	Ask Rohan! They are his shoes!	Grandpa	Clean up your shoes!
Mum	Rohan! Come here!	Dad	... let's see ... wait a minute ...
Rohan	What's wrong, Mum?	Grandpa	Hello, everyone! Where are my shoes?
Mum	Clean up your shoes!	Mum	Grandpa?



b Read again. Circle the correct answer.

1 Clean up *our* / *your* shoes!

3 They are *its* / *the* shoes.

2 They aren't *my* / *their* shoes.

2 Listen and read.

LANGUAGE BOX

1 This is **my** friend, Kyra.

2 **Your** friend is short.

3 **His** name's Rohan.

4 **Her** name's Julie.

5 This is Speedy. Its name is Speedy!

6 **Our** parents are tall.

7 Hi, Julie! Your **hair** is nice today.

8 **These** animals are friendly.

Look!

I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

3 Look at the pictures. Complete the sentences with the words from the box.

your his

my their



1 This is car.

2 This is baby.

3 This is dog.



4 My parents and I live here. This is house.

5 Hey! This is book!

6 This is Tina! She's best friend.

Skills Listening and speaking

3/9

Sounds right /w/

1

Listen and repeat.

William, Wanda, Wendy and Wayne
are all in my family. What's your name?



3/10

2 a Listen and write the names in the picture.

Lucy Jackie Mike Tom



1

2

4

VOCABULARY: *fourty-three – dreiundvierzig; forty-nine – neunundvierzig

3/10

b Listen again. How are Lucy and Tom?

Lucy: Tom:



3 a Draw a picture of your family in your exercise book.

b In pairs, ask and answer questions about your families.

What's his/her name?



That's ...

How old is he/she?

His/Her name's ...

He/She's ...



1 a Look and read. Write the number of the sentences in the correct speech bubble. There is one extra sentence.

1 Chocolate – my favourite!
 2 Where is my hat?
 3 Stop, Spike! I want my ball.
 4 I want to go back to the hotel.
 5 The water looks very cold.
 6 Come on, Dad. Let's go for a swim.



b Look at the picture and answer. Circle T (True) or F (False).

1 The dog has got a blue and yellow ball. T / F
 2 The little boy is swimming. T / F
 3 The woman has got a sandwich. T / F
 4 The little girl wants to swim. T / F
 5 The big girl likes the sun. T / F
 6 The man wants the ball. T / F

2 Write questions about the picture for your partner to answer.

1 ?
 2 ?
 3 ?
 4 ?

3/11

1 a Listen and answer: What is Derek?

3/11

b Listen again. Fill in the missing words.

Grandpa's story

Anna Grandpa! Please tell me and Daisy a story!

Grandpa Daisy?

Anna Yes, Daisy. My ¹.....

Grandpa Your fish? Does your fish like stories?

Anna Oh yes, she ².....

Grandpa OK! Do you like stories about ³.....?

Anna Yes, we do!

Grandpa Great! So ... this is a story about a bird called Derek.

Anna ⁴..... name is Derek?

Grandpa Yes! And Derek is very happy. Derek has got a ⁵.....

Anna What is ⁶..... brother called?

Grandpa Umm ... his brother is called Eric.

Anna His brother is called ...

Grandpa Yes! Eric is a very smart bird. Derek isn't very smart. He eats everything. One day, Eric sees a cake.

Anna Mmm ...

Grandpa Yes, but this cake is orange and ⁷..... And it's in a

Anna A cake in a ⁸.....?

Grandpa Yes! No, does Derek ⁹.....?

Anna Yes! Derek eats the cake.

Grandpa It! Eric says, "Don't eat the cake! It's not a cake!"

Anna And what does Derek do? Derek says, "I want to eat the cake, but Eric is right. The cake is not a cake ... The cake ... is a ¹⁰.....! And that's ¹¹..... of Derek."

Grandpa! That's a ¹²..... story! Tell me a ¹³..... story, please!

OK ... well, there's a ¹⁴..... cat in a tree.

Grandpa!!

c In pairs, read out the sketch.

3/12

2 In pairs, choose one option.

A Listen. Act out the dialogue.

Do you want to play?
Jane Sorry, Jane. I'm tired.
Jane Does Dad want to play?
Dad No, here! Yes, I want to listen to music and dance!
Jane Umm ... OK ... but not your music!

B Listen. Act out the dialogues. Choose one. Change it.

2 Teacher William? Do you have your homework?
William Sorry, Miss! My brother's got my homework.
Teacher And where is your brother?
William He's at home!
Teacher But it's school time!
William Yes, Miss, but my brother is two years old!

WB

1 Do option A or B.

A

In pairs, ask and answer.

- Do you like elephants?
- Do elephants live in families?
- Do elephant mums and dads live together?

B

Find out on the internet:

- What's 'male' and 'female' in German?
- Do elephants live in a herd in a zoo or in the wild?
- What's 'daughter' in German?



2 a Read the article.

A mum is the boss

Do elephants live in families?

Yes, they do. Elephants often live in big families. The families are called herds. In one herd there are sometimes 20 elephants or more.

Does an elephant dad lead* the herd?

No, he doesn't. The elephants in a herd are usually* a mom, her sons, sisters and daughters. The leader is always an older elephant, a mom. The mum is the boss. And there are the daughters, and the children, and the daughters. The mums help each other. They 'babysit' for each other.

Do other animals also 'babysit' for each other?

Yes, they do, but it doesn't happen very often.

Do male elephants live with the family?

No, they usually don't. They often live alone or they form small groups with other male elephants.

Do elephants live for a very long time?

In the wild, elephants usually live for 60–70 years. In zoos elephants can live longer. There are 80-year-old elephants in some zoos.



VOCABULARY: *lead – führen, usually – normalerweise, gewöhnlich

3/13+14+15



b Read again. Circle T (True) or F (False). Then listen and check.

1 Elephants often live in big families.	T / F
2 In an elephant herd, there are elephant mums, dads and children.	T / F
3 The leader in an elephant herd is usually female.	T / F
4 Male elephants babysit for each other.	T / F
5 Male elephants always live alone.	T / F
6 In the wild, elephants have a shorter life.	T / F

3

Read the questions below. Find information on the internet. Write a short article (50–70 words). Find a good title and add a photo.

- What big cats* are there?
- Do they live in families?
- Do they like or hate water?
- How long do big cats live?

VOCABULARY: *big cat – Großkatze

Story time



1 a Read the text. Answer the questions.

- 1 Do the people think the rat is scary?
- 2 Does the cat think the rat is scary?

The elephant and the rat

The rat is in the big city. It walks down the street and says, "Look at me. I'm a great animal. I'm scary and I'm amazing." But the people don't look at the rat. They are looking* the other way. There's a big elephant. "Look, how scary," they shout. "And how amazing." The people are looking at the big elephant. On its back, there's the king. He's got a big white cat in his arms. "Look at me," the rat shouts, "I'm scary. I'm amazing." But all the people look at the elephant. "Look how strong he is," the people say. "What a big trunk* he's got. What big ears he's got." The rat doesn't like that. "That trunk is just a nose. And I've got ears too. And I'm grey – just like the elephant. So why aren't you looking at me?"

Suddenly the big white cat jumps down from the elephant's back and says to the rat: "You're like the elephant? Maybe we're from the same family?" Now the rat's scared. "Erm ... no," it says. "My nose isn't like the elephant's trunk. And my ears aren't like the elephant's ears. But we're both grey." The cat picks up the rat. "I see what you do there!"



"I think I can pick up the elephant like I can pick up a mouse," Now the rat is really scared. The cat puts her face close to the rat's face. "And do you think I can eat the elephant?" "Nnnnnnoooo," the rat says. Now it looks very small.

The cat turns to the people. "Look what I've got," she says.

"Oh, is it a mouse?" the people ask. "Here's your lesson", the cat says to the rat. "A rat and an elephant are the same colour. But they aren't the same size. Don't forget that – Mr. Rat."

"OK, OK," the rat says. "I'm sorry." And then it goes the other way. And it's very, very quiet now.

VOCABULARY: * looking – schauen; looking – sie schauen gerade jetzt; **trunk** – Rüssel; **turn to** – sich wenden an

b Read the text again. Circle T (True) or F (False).

1 The rat thinks it's a great animal.	T / F
2 All the people look at it.	T / F
3 The rat shouts at the people, but they don't look at it.	T / F
4 The cat thinks the elephant and the rat are from the same family.	T / F
5 The cat picks up the cat.	T / F
6 The cat eats the rat.	T / F
7 The people think the rat is a mouse.	T / F
8 The rat and the elephant are both grey, but they aren't the same size.	T / F

3/16+17



c Listen and check.

Now go back to page 68. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 28 (Revision)

8

Our bodies

At the end of unit 8 ...

you know

- words for parts of the body
- words for body movements
- how to use *can/can't*
- how to use imperatives

you can

- say what you or other people can/can't do
- ask someone what they can/can't do
- give and understand simple instructions
- understand a short text about a family and describe a family
- describe simple health problems
- understand instructions in a short text
- understand and write short messages

Vocabulary Parts of the body

3/18

1 a Listen and write the numbers.

 eyes nose head fingers mouth ear arm head left leg right hand foot tooth

Look!

1 foot – 2 feet

1 tooth – 2 teeth

b Point at a picture and go to your partner.

What's this in English?

leg

c Look at the photo on page 79. Find and say the body words.

2 a Watch part 1 of the video.

b Read the short text. How many of these tasks can you do?

1 Only Oliver and Ahmed is in the classroom.

4 Oliver can write with his left hand. T / F

2 Oliver's right arm is broken.

5 Oliver can use his

3 Oliver can't move his hand.

T / F

6 Oliver can't do his today.

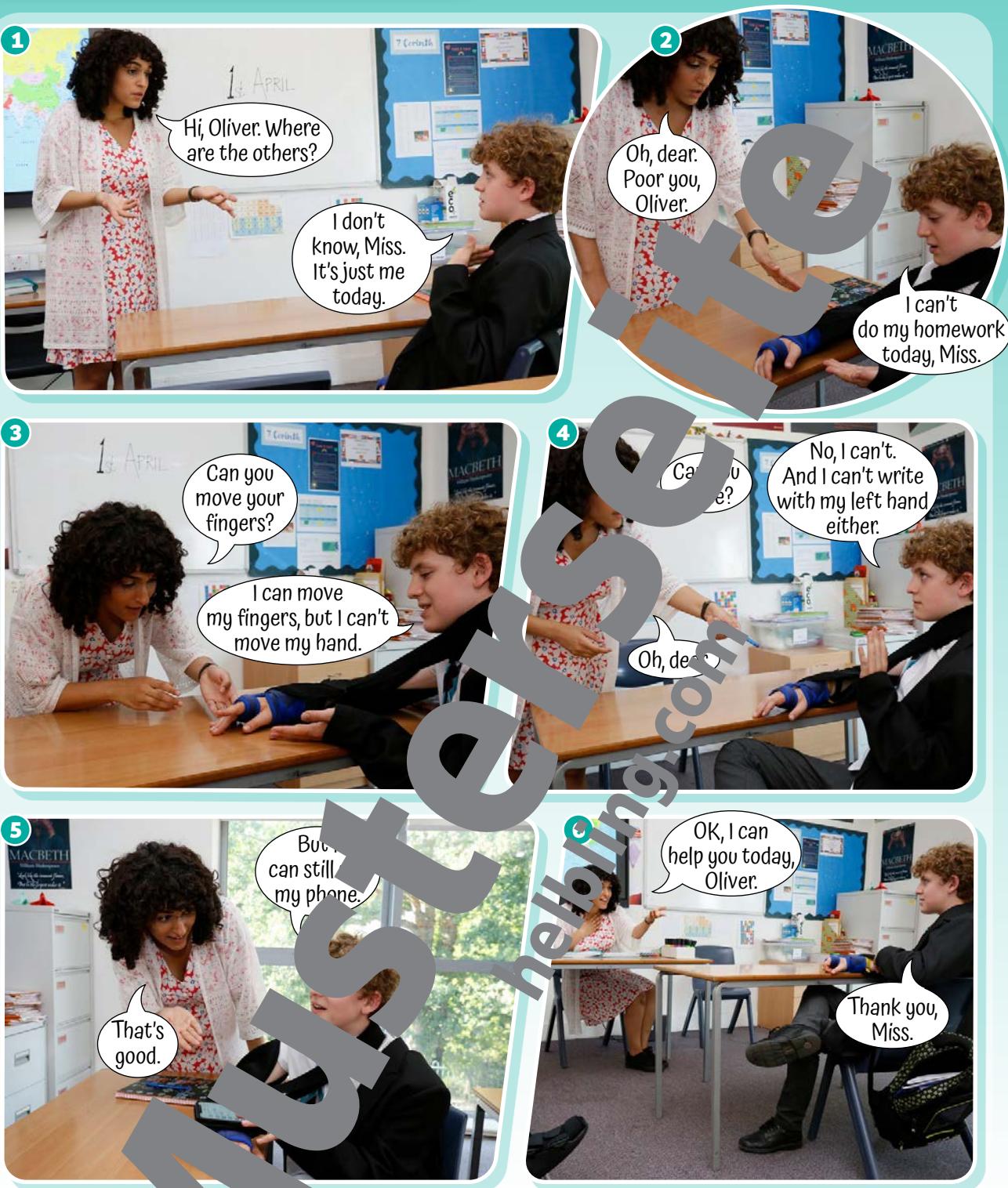
3 Watch part 2 of the video. Match the kids with the injury*. Write the numbers.

1 Oliver 2 Alissa 3 Lily 4 Ahmed

 broken right arm broken right leg broken left arm broken left leg

VOCABULARY: *injury – Verletzung

The After School Club 8 The broken arm



Let's talk.



4 In pairs, ask and answer.

speak French cook play the piano write with your left/right hand

Can you speak French?



Yes, I can. / No, I can't.

1 a Look at the photo story on page 79 again. Put a tick or cross in the boxes.

Can Oliver ...

1 do homework today?

2 move his fingers?

3 move his hand?

4 write with his left hand? 5 write with his right hand? 6 use his phone?

3/19



b Listen and check.

c In pairs, talk about your answers.

Oliver can't do homework today.

Oliver can ...

3/20



2 Listen and read.

LANGUAGE BOX

1 I **can** speak French.

2 You **can** speak French.

3 He/She **can** speak French.

4 We **can** speak French.

5 They **can** speak French.

Questions

Can you cook?

Answers

Yes, I **can**. / No, I **can't**.

Can he/she cook?

Yes, he/she **can**. / No, he/she **can't**.

Can you talk?

Yes, we **can**. / No, we **can't**.

Can they talk?

Yes, they **can**. / No, they **can't**.

3 a Play "Find someone who can ...". Write the names.

Can you ... ?

Yes, I **can**. / No, I **can't**.1 play the guitar2 speak Turkish3 ski4 cook an egg5 ride a bike6 paint

b Tell the class.

Anika can play the guitar.

Vocabulary

Body movements

A song

3/21+22



1

Listen and sing.

The body song

*This is the body song,
the song of body parts.
This is the body song,
and this is how it starts.*

*See my fingers,
I can shake them.
See my legs,
I can kick them.*

Shake, kick.

This is the body song ...

*See my arms,
I can wave them.
See my knees,
I can bend them.*

Wave, bend.

This is the body song ...

*See my ears,
I can move them.
See my eyes,
I can close them.*

Move, close.

This is the body song ...

*See my head,
I can turn it.
See my mouth,
I can open it.*

Turn, open.

*This is the body song,
I sing it with my friends.
This is the body song,
and this is how it ends.*



2 In pairs, tell your partner what to do.

shake wave

bend

move

close

open

turn



Wave your hand.

1 a Match the phrases with the pictures. Draw lines.

move your ears

bend your knees

jump

touch your nose

shake your arms

close your eyes

turn your head



3/23

b Play "Simon says".



2 Listen and read.

LANGUAGE BOX

1 Stop!

2 Jump!

3 Run!

4 Write!

5 Don't run!

6 Don't dance!

7 Don't wave!

8 Don't touch your nose.

3 Read the text. Then add more imperatives.

Every day...

Mum comes and shouts: **"Get up!"**

A teacher comes and shouts: **"Open the windows."**

Another teacher says: **"Close your books."**

Another teacher says: **"Don't talk."**

Another teacher says: **"Read the text."**

Another teacher says: **"Listen to the song."**

Another teacher says: **"Don't watch TV! Do your homework."**

I say: **"Let me be!"**

VOCABULARY: *Let me be. – Lass mich in Ruhe.

Skills Listening and speaking

Sounds right can/can't

3/24



1 Listen and repeat.

Can you sing? – No, I can't.

Can you dance? – No, I can't.

Can you paint? – No, I can't. I can't do anything.



3/25



2 a Listen and put a tick or cross in the boxes.



Tom

Ruby



play the piano



speak Chinese



cook a steak



sing



b In pairs, check your answers.

Can Tom play the piano?



Yes, he can. / No, he can't.

Can Ruby speak Chinese?



Yes, she can. / No, she can't.



c In pairs, ask questions about the activities in 2a.

Can you play the piano?

Yes, I can. / No, I can't.



CYBER Homework 30



p. 89

1 Read the text. Choose the best word for each gap.

Spiders

Spiders are amazing animals. They live all over the world. Most spiders are ¹..... **black**..... or brown, but some have got other colours. This one in the picture has a ²..... **black**..... back.

All spiders have got ³..... parts to their body and, of course, they have got eight ⁴..... They can ⁵..... very fast. Most spiders have got eight eyes, so they can ⁶..... very well.

Some spiders are dangerous, but most are not dangerous at all. They usually eat insects like ⁷.....

1 yellow

2 red

3 two

4 heads

5 swim

6 see

7 rotten

black

yellow

four

arms

move

hear

apples

green

black

six

legs

jump

see

flies

2 Draw a spider and write five sentences about it.

It's got It's a It's a It's a It's a

It lives It can It eats It's a It's a

It can It eats It's a It's a It's a

It eats It's a It's a It's a It's a

Skills options Listening and speaking

3/26



1 a Listen to the sketch. Fill in the missing words.

Get up, Annie!

Mum Get up, Annie. Get up now.
 Annie What? I can't¹..... you.
 Mum GET UP!
 Annie Oh, Mum. I can't.
 Mum What is it?
 Annie Everything. My ²..... hurts. And my legs hurt. I can't get up.
 Mum Let me see.
 Annie I can't turn my head. And I can't move my ³..... And look! My ⁴..... I can't move them.
 Mum Look at me.
 Annie Where are you? I can't see you. My ⁵..... hurt.
 Mum I'm right in front of you.
 Annie Oh, Mum, everything hurts.
 Mum Can you get up?
 Annie No, of course not. I can't ⁶..... I can't go to

Mum I see.
 Annie And I can't do my English homework today.
 Mum Really? English test? And you can't do...
 Annie Mum, I can't.
 Mum What's at the school ⁷..... this evening?
 Annie There's a school ⁸..... ?
 Mum And I'm really sorry that you can't go to school.
 Annie Mum?
 Mum I can't move a little. Maybe I can go to school.
 Annie That's great. Now ⁹..... You don't want to be late for the test.
 Oh, Mum...

3/26



b In pairs, read out the sketch.

c Listen again. Circle T (True) or F (False).

1 Annie says her fingers hurt.	T / F	4 She says she can't do her English homework.	T / F
2 Annie's eyes hurt.	T / F	5 There's a school dance today.	T / F
3 Annie says she can't move her head.	T / F	6 Annie can go to school.	T / F

3/27



2 In pairs, do option A or B.



A Listen. Act out the dialogue.

1 Milo Mum, my knee hurts.
 Mum What's the problem?
 Milo I can't bend it.
 Mum Show me.
 Milo Ouch! I can't. It hurts.
 Mum Let's go to the doctor's.

B Listen. Act out the dialogues. Choose one. Change it.

2 Linda Look, Dad. A new dance. I can do a new dance.
 Dad Very nice. Can you help me now?
 Linda Ouch, my leg hurts. I can't walk.
 Dad You can't walk to the table and get the cake?
 Linda The cake? Alright. I can do that.
 Dad And then you can help me in the kitchen.
 Linda Ouch! My leg hurts again.

1 a Read the text. Write the numbers from the box in the correct spaces.

4.2 8.65 20 635 8.8 176

People are amazing. They can be short or tall, they can have long legs and long noses. They can be heavy, they can be fast. And they can be normal. But what is normal?

Here are some facts:

- ★ The average* woman is about 163 cm tall; the average man is about ¹..... cm tall.
- ★ How tall can a man be? The record is 272 cm.
- ★ How short can a woman be? The record is 62.8 cm.
- ★ How heavy can a man be? The record is ².....
- ★ How long can a woman's legs be? The record is 132 cm.
- ★ How long can a man's arms be? The record is ³.....
- ★ How long can a large foot be? The record is 40.55 cm.
- ★ How long can a man's nose be? The record is ⁴..... cm.
- ★ And how long can a woman's fingernails be? The record is ⁵..... m.



You think people can be amazing. What about ... again. Look at the animal world.

A whale can be ⁶..... m long and about 60 tons.

The ear of an African elephant is 2 cm long.

A giraffe is between ⁷..... m tall and 8 m tall.

And there is a frog that is only 7.7 mm.



3/28



b Listen and check.

VOCABULARY: *average – durchschnittlich; fingernail – Fingernagel

Web project

2 Read the questions below. Find information on the internet. Write a list of amazing facts (about 6) and present them to the class.

- How many centimetres on average does a person's hair grow* in a week?
- How long can a person's hair be? What's the record?
- What animals have got lots of teeth?
- What animals have got lots of feet? What's the record?
- What other amazing facts are there about people or animals?

On average, a person's hair ...

The record for the world's longest* hair ...

The following animals have got ...

The record is ...

An amazing fact about ... is: They ...



1 Remember episode 3. In pairs, answer the questions.

1 What is the name of the other world?

.....

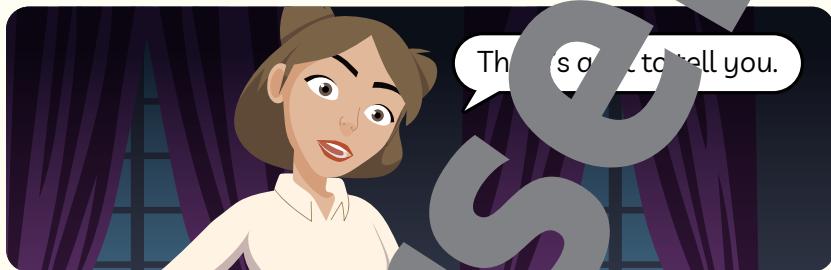
2 Who lives there? Write down the names of two people.

.....

3 How do you get there?

.....

► 2 In pairs, discuss. What do you think Victoria's secret is? Watch episode 4 and check your ideas.



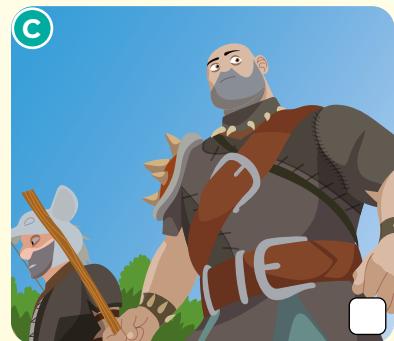
► 3 Watch episode 4 again. Read the sentences and correct the mistakes.

- 1 Victoria is very hungry.
- 2 Jenna eats the pizza.
- 3 The secret spring is a window to the Forest World.
- 4 Victoria is a squirrel in the Forest World.
- 5 Druff falls into the cave.

Everyday English

4 Match the phrases and the pictures.

1 Rats! 2 Good! 3 Let's get out of here.



VOCABULARY: ***human** – Mensch; **magic** – magisch, verwunschen; **was** – war; **a long time ago** – vor langer Zeit; **hunter** – Jäger; **everywhere** – überall; **nowhere** – nirgends

Now go back to page 78. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 32 (Revision)



p. 93

9

Shopping

At the end of unit 9 ...

you know

- words for clothes
- how to use the present continuous
- how to use *How much is/are ...?*
- how to use *this/these, that/those*

you can

- say that something looks nice
- understand and ask for prices
- describe what someone is wearing
- find and understand information in a leaflet
- agree with someone
- write a short text about your favourite clothes

Vocabulary Clothes

3/29

1 a Listen and write the numbers.

 T-shirt jacket socks shoes dress skirt jumper jeans shorts hoodie

b Mime, ask and answer.

Is this a ...? Yes! That's right!

c Look at the photo story on page 89. Find and say the words for clothes.

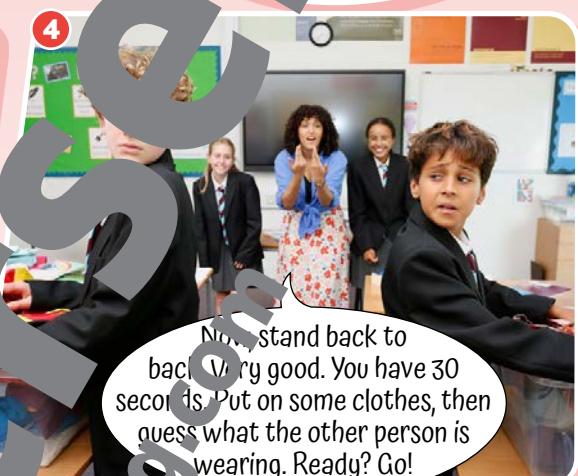
2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

1 Alissa is hungry.	T / F
2 Oliver needs help with homework.	T / F
3 Miss Tilki wants to go to the ...	<input type="checkbox"/> play a game. <input type="checkbox"/> study.
4 ... is going to the ... for a ...	<input type="checkbox"/> sports club. <input type="checkbox"/> drama club.
5 ... is wearing and	
6 Ahmed is wearing and	

3 Watch part 2 of the video. Who says it? Write *Miss Tilki, Oliver, Alissa or Ahmed*.

1 "The dress?"	4 "Not a problem, Miss!"
2 "The socks ... and the shoes!"	5 "Let's all go and help him."
3 "Poor Mr Hart."	6 "Yes, he's very happy!"



Let's say something that something looks nice



4 In pairs, act and mime.



3/30



1 Look at the pictures. Write *T-shirt*, *skirts* and *hoodie*. Listen and check.



1 Ahmed is wearing a blue

2 Oliver is wearing a red

3 Alissa is like she is wearing

3/31



2 Listen and read.

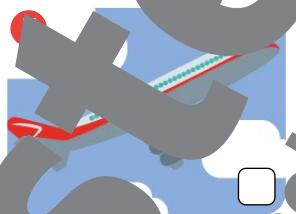
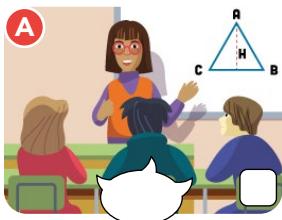
LANGUAGE BOX

1 I'm reading.	5 It's flying.
2 You're walking.	6 We're listening.
3 He's eating.	7 You're studying.
4 She's playing.	8 They're talking.

Listen

She's reading.
He isn't reading.
Is she reading?

3 Match the sentences from 2 with the pictures. Write 1–8 in the boxes.



4 In pairs, stand back to back and say.

I think you're wearing ...



Yes, you're right! / No, try again.

5 Mime and guess. Look at the pictures in 3. Mime and guess.

I'm reading!

6 In pairs, imagine. Use the words in the box and say.

eat play read walk fly

I can see a man. He's eating.

Vocabulary Prices

A song

3/32+33

1 a Listen and sing.

Going into town



Come on, we're going into town.

Yes, town's the place to go.

Come along, we're walking around.

We're looking for some cool stuff, you know.

How much is that T-shirt in the window?

It's twenty pounds forty, you see.

What, twenty pounds forty for that T-shirt?

Hey, you've got to be kidding me!

Come on, we're going into town ...

How much are those jeans in the window?

They're ninety pounds forty, you see.

What, ninety pounds forty for those jeans?

Hey, you've got to be kidding me!

Come on, we're going into town ...

How much is that jumper in the window?

It's twelve pounds, you see.

What, only twelve pounds for that jumper?

Hey, that's just the right price for me!

Come on, we're going into town ...

Or, but that

jumper's got

holes.

There are seven or
eight, you see.

No problem, those
holes look cool!

And they perfectly
fit my jeans!



3/32



b Listen again and say the clothes you hear in the pictures.

3/34



2 a Listen to the prices. Write the numbers.



b In pairs, point at the clothes in the picture in 1a. Ask and answer.

How much is the ... ?

It's ...

How much are the ... ?

They're ...



1 a Listen and read. Match each dialogue with a picture. Write the numbers.

Dialogue 1

Girl Excuse me.
Shop assistant Yes?
Girl How much is this T-shirt?
Shop assistant It's £9.99.
Girl OK, thanks. And how much are these socks?
Shop assistant They're £6.40.

Dialogue 2

Girl Excuse me.
Shop assistant Yes?
Girl How much is that T-shirt?
Shop assistant It's £20.50.
Girl That's expensive.
How much are those socks?
Shop assistant They're £9.30.



b In pairs, read out the dialogues and act them out.

2 Listen and read.

LANGUAGE BOX



1 How much **is** this T-shirt?



2 How much **is** that T-shirt?



3 How much **are** these jeans?



4 How much **are** those jeans?



3 a Listen and say the words.

b In pairs, point to the price in the picture. Your partner says it.

c In pairs, ask and answer.

How much **is** this/that ...?

How much **are** these/those ...?

It's ... / They're ...



Skills Listening and speaking

3/38



Sounds right /ɜ:/

1 Listen and repeat.

Bert and Dirk are wearing a skirt and a shirt.
It's not a skirt, it's a kilt!



3/39



2 Think, pair and share.

a Look at the pictures in 3. What words can you think of?

b In pairs, write down the words.

c Compare your words in class.

3 Listen and write the names under the photos. There is one extra name.

Sam

Nicky

Jim

Jenny

Jack

Billie

Eve



1

2

3



4



5



6



4 Choose someone from the picture and describe them to your partner.

This person is wearing ...

Is it ... ?



1 a Read and write the names of the children under the pictures.



1

2



3



4



5

My favourite clothes are blue jeans and a red T-shirt. I wear them every weekend when I go out with my friends. I've got three pairs of jeans and five red T-shirts. They are all the same.

Janice

I love my blue jacket. I think it's really cool. I usually wear it with a white T-shirt and blue jeans. It's what I wear every day after school.

I like clothes. I've got lots of them. When it's my birthday, I always ask for clothes. It's difficult to choose my favourite. Perhaps it's my black dress and red shoes. It's what I usually wear to parties.

Monica

I don't really like clothes. I never want them for my birthday or Christmas. At the weekends, I often wear red jeans and a blue hoodie. My mum buys my clothes. I don't really care.

Ross

I only wear black. Black jeans, black T-shirts, black hoodies, black shoes. Anything as long as it's black. I hate colourful clothes.

Phoebe

b Read again and answer the questions.

- Who only wears one colour?
- Who likes their favourite clothes to meet their friends?
- Who buys clothes?
- Who lets his mum buy his clothes?
- Who wears their favourite clothes after school?

2 Read the texts in 1a again. Write a text about your clothes. Look at the mind map for ideas.



3/40



1 a Look at the photo. Where is the market?

b Listen to the sketch. Fill in the missing words.

The floating market

Jake Dad, it's hot! I'm tired! Let's go back to the hotel.

Dad Don't worry! I've got an idea.

Jake Please, no more. I'm hungry.

Dad Come on. ¹..... is a beautiful country! Let's go to a market.

Jake OK.

Dad This way ... over there ... aha! Yes, look! There it is.

Jake What? That? ²..... a boat.

Dad Yes, I know it's a boat. We ³..... a boat to the market.

Jake Hmm.

Dad See? Isn't the river beautiful? Look at ⁴..... fish!

Jake Hmm.

Dad And ... here we are! We are lots of people.

Jake There are ⁵..... boats.

Dad It's a market on the water! Be careful – don't fall in the water!

Seller Hello! Hello! Look here ... vegetables, fruit, ⁶.....



Dad Thank you! How much are bananas?

Seller They are ⁸.....

Dad Oh, that's cheap. I'll take them.

Seller Here you are!

Jake Thank you!

Seller And here, look at ⁹..... A lucky ¹⁰..... for you!

Dad Only ¹¹.....

Seller OK! I'll take it.

Dad Here you are.

Seller Thank you! Here, Jake, a lucky ¹²..... for you. Oh no – it's in the water!

Jake Hmm. ¹³..... not a very lucky ¹⁴.....

3/41



c In groups of three, read out the sketch.

2 In pairs, do one of the following.



One dialogue.

B Listen. Act out the dialogues. Choose one. Change it.

1 Sally Wow! How much is the dress?
Mum Let's see ... it's 70 pounds!
Sally Oh ... it's very pretty.
Mum Wait! It's on sale, only 30 pounds!
Sally Yes! I have 30 pounds!

2 Grandpa Oh, no. Where are my socks?
Grandma I don't know!
Grandpa I can't see my socks!
Grandma Wait a minute ... Here!
Grandpa Have you got my socks?
Grandma No! I've got your glasses!

1 Look at the photos in **2a**. Where can you see:

- our world
- waste
- the ocean
- presents
- plastic
- packaging
- a torch
- rechargeable batteries

2 a Read the text.

Think before you shop

Our world is beautiful. But there is a problem. There is too much waste. In the ocean, there's a lot of waste. Most of it is plastic.

What can we do? Here are some ideas:

- Think before you shop. Is it the right present?
- Look at the packaging of the present. Is there a lot of plastic?
- Buy rechargeable batteries.
- Don't use plastic bags.

Think and recycle

3/42



b Read again. Circle T (True) or F (False). Then listen and check.

1 Waste is a big problem in our planet.	T / F
2 We can find a lot of waste in the oceans.	T / F
3 Plastic waste is a problem.	T / F
4 It's good to look for cool stuff with a lot of plastic packaging.	T / F
5 It's not good to buy rechargeable batteries.	T / F
6 When you go shopping, use plastic bags.	T / F

3 Read Jasmine's email and write a reply (50–70 words). You can use *always*, *sometimes*, or *never*. Think about the following questions:

- Do you like shopping?
- Do you often go to town?
- Do you sometimes look for cool stuff in shop windows?
- What do you buy?
- What do you not want to buy?

Jasmine@getintouch.org

Subject: Shopping



Hi,

How are you? This email is about shopping. I really like shopping. But I know that it's good to think before you shop. I like going into town with my friends. Then we look at cool stuff in the shop windows. But I don't often buy things. I always ask myself: Do I really need this? I look at the packaging. I don't want to buy a lot of plastic. And I don't use plastic bags. What about you?

Jasmine

A poster project

A flea market to collect money for a good cause*

1 a Imagine you're having a flea market at your school. Think about these questions:

- What can you bring? (books, toys, clothes ...)
- What is a good price for each of your things?

b In groups, say.

I can bring a T-shirt.
It's green and blue.
It looks nice.

I think a good price
for the T-shirt is £5.

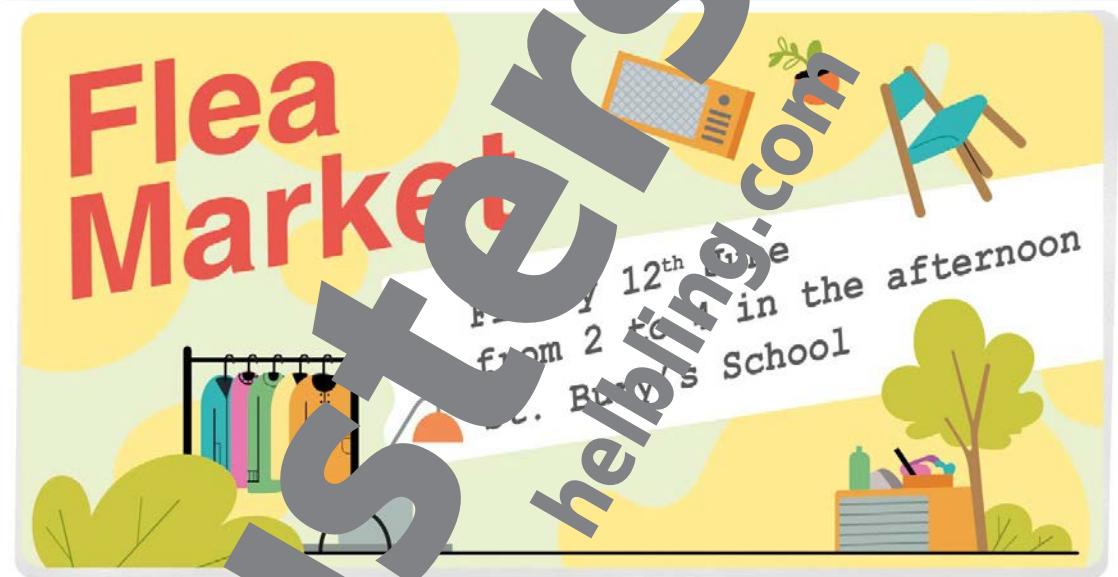
Great idea.



I think
that's too much. /
I think the price
should be £3.

VOCABULARY cause – cause – guter Zweck, gute Sache

2 Create a poster. Add pictures and sentences. Here's an example.



3 At the flea market, choose option A or B.

A **Sale!**



This is a very good book:
Harry Potter 1.
It's for sale. It's only £3.90.
Please, have a look.

B **In pairs, make a shopping dialogue. Act it out.**

A How much is/are ... ?
B It's/They're ...
A OK, I'll take it/them.
B Here you are.
A Thank you!

Now go back to page 88. Check with a partner what you know / can do.

10

The sporting world

At the end of unit 10 ...

you know

- words for different countries
- how to use was/were
- words for sports

you can

- say and ask where you or others are from
- say what you or others do or were good at
- understand facts and figures about sport
- understand and find information in a text about sport
- find out about a sport online and describe it
- write a short email about your favourite sport

Vocabulary Countries

4/1

1 a Listen and repeat.



the United States



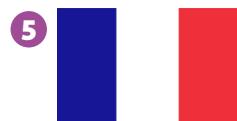
Brazil



China



Australia



France



Great Britain



Turkey



Italy



Germany



Spain



South Africa



Austria

b In pairs, describe the flags.

This flag is yellow and red.

Is it Spain?

c Look at the photo story on page 99. Find and say the countries.

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Ali is from Spain.
- 2 Ahmed is from South Africa.
- 3 Leyla was born in Turkey.
- 4 Leyla's dad is from Spain.
- 5 His dad was from
- 6 His grandparents were from Spain and

T / F

T / F

South Africa.

Türkiye.

Türkiye.

Spain.

3 Watch part 2 of the video. Match the children with the countries. Draw lines.

- 1 Oliver
- 2 Lily
- 3 Ahmed

- a Türkiye
- b Great Britain
- c the United States



Let's Chat! Talking where you are from



4 In pairs, ask and answer.

Where were you born?



Where are you from?



I was born in Vienna.

I'm from Austria.

1 Listen and check.

father

mother

grandparents



2 Listen and read.

LANGUAGE BOX

1 I **was** born in London.
2 You **were** born in Vienna.
3 He **was** born in Berlin.

4 She **was** born in Sydney.
5 We **were** born in Rio de Janeiro.
6 They **were** born in Beijing.

3 Match the sentences from 2 with the pictures. Write 1–6 in the boxes.



4 In pairs, talk about your family.

My parents were born ...
My grandparents were born ...

My parents were born ...
My grandparents were ...

5 Look at the photos. What do you know about these people? Say.



This is ...

He's/She's from ...

He/She was born in ...

A song

4/4+5



1 a Listen and sing.

Super-duper sporty kids

When he was a young boy,
he was good at volleyball.
And when she was a young girl,
she was best at basketball.

*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*

He was good at running,
and she at skiing, skating too.
They were really stunning,
they were the sporty two.



*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*

*She was good at football,
he was a real pro.
They both were great at swimming,
they were the stars of every show.*



*They were super-duper sporty kids,
and sport was all they ever did.
They were great and very strong and fast,
they were the sporty heroes of the past.
Oh yeah!*



b In pairs, make a list of the sports in the song.

c Tick the sports you are/were good at.



2 a Interview your partner. Ask him/her questions about sport.

Are you good at football/tennis/ ... ?

Yes, I am. / No, I'm not.

b Ask your partner questions about the kids in the song.

Was he/she good at ... ?
Were they ... ?

1

Listen and read. Tick the sports they talk about.

Max Grandpa, were you good at sports?

Grandpa Yes, of course. I was good at many sports.

Max Were you good at tennis?

Grandpa No, not really. I wasn't good at it. But my parents were.

Max Then were you good at swimming?

Grandpa No, I wasn't. But my sister was.

Max Were you good at running? Or was your sister good at running?

Grandpa How do you know? Yes, she was. I wasn't.

Max Grandpa? What were you good at?

Grandpa I was good at watching sports.



2

Listen and read.

LANGUAGE BOX

Negatives

I **wasn't** good at football.

You **weren't** good at skiing.

He **wasn't** in the basketball team.

She **wasn't** good at skating.

We **weren't** good at running.

They **weren't** in the swimming club.

Questions

Were you good at running?

Was your sister good at volleyball?

Were they tennis players?

Was she a volleyball player?

Look!

wasn't = was **not****weren't** = were **not**

3 Look at the pictures. Ask the teacher. Use the words in the box to help you.

runner racing basketball player Argentina
United States football player Brazil

Was **he/she** a tennis player?

I don't know.

I'm not sure.

Was **he/she** from Argentina?Yes, **he/she** was.

Ayrton Senna



Florence Griffith Joyner



Maradona



Kobe Bryant

1 Think, pair and share.

- a** Look at the picture in **2**. What words can you think of?
- b** In pairs, write down the words.
- c** Compare your words in class.

4/8



2 Listen and answer the questions.



- 1 What is the new girl's name? **Alice**
- 2 How old is the new girl?
- 3 What is Alice's last name?
- 4 Which street does Alice live in? Street
- 5 What number is Alice's house?
- 6 How old was Alice for her first swimming lesson?
- 7 Who was her teacher?



3 In pairs, look at the picture. Act out a dialogue.



1 a Read the texts. Write the names under the pictures.



1



2



3

My favourite sport is football. I love it. My favourite team is PSG. They are from Paris in France. I watch all their games. The best player is Neymar. He's from Brazil. I also play football. I play for my school team. We're quite good. Last year, we were in second place in the league. Our coach is Mr Hamond. He's a very good player, too. He was a professional when he was younger. He helps me a lot. One day, I want to be a professional too.

I love tennis. I play tennis every day in the afternoon after school. I also play for four hours every Saturday. The only day I don't play tennis is Sunday. I'm quite good at tennis and one day I want to be professional, but it's not very difficult and it's not hard work. My favourite player is Rafael Nadal. He's amazing. I wasn't even born when he won his first tournament.

Sam

My favourite sport is running. I really like the marathon. It's 42 km long. I can't run that far yet, but one day, I hope I can. I run every day. I run between five and ten km. I'm in the school running team and my teacher says I'm very good. One day, I want to go to the Olympics. Imagine running there for Great Britain! I don't watch running on TV because it's a bit boring. But it's not boring when you do it. It's exciting!

Nicky

b Read again. Answer the questions.

- 1 Who does Sam play for?
- 2 What was Sam's coach when he was younger?
- 3 How many days a week does Sam play tennis?
- 4 Who is Sam's favourite player?
- 5 How long is a marathon?
- 6 Why doesn't Nicky watch running on TV?

2 Write an email (50–70 words) to your friend in Great Britain. Write about your favourite sport to watch or play. In your email:

- say what sport it is
- explain why you like it
- say where you do it
- say who you do it with

4/9

1 a Listen to the sports reporter and complete the table.

country	record for 100m
1. Jamaica	2. 9.58 seconds (2009)
3. United States	4. 9.94 seconds (1891)
5. United States	6. 10.49 seconds (1988)
7. United States	8. 10.80 seconds (1922)

Usain Bolt

Luther Cary

Florence Griffith Joyner

Mary Lines

b Look at the table again. Ask and answer.

... comes from ...
His/Her time was ...

4/10

2 In pairs. Listen to Section A.

A Listen. Act out the dialogue.

B Listen. Act out the dialogues.
Choose one. Change it.

1 Carla, who was the winner at the swimming last week?
Adrian In the 100-metre race?
Carla Yes, who was it?
Adrian That was Mehmet from 7B.
Carla And how fast was he?
Adrian One minute, 20 seconds, I think.

2 Martin Who were the two best football players in the match?
Anahita From our team?
Martin Yes, of course.
Anahita They were Lisa and Ayshe.
Martin Yes! I think they were great.
Anahita Yes. They weren't so great last year, but this year they are!

1 a Read the text quickly. What are the countries with Crankworx World Tour events?

The Crankworx WORLD TOUR

Are you and your friends mountain bikers? Are you interested in extreme sports? Then it's time to find out more about the Crankworx World Tour.



The beginnings: It all started in Whistler, Canada, in 2004. Then there were competitions* in France and New Zealand. And in 2017, the World Tour came* to Innsbruck, Austria.

Who is it for? Only 32 racers* can take part every year. They are the world's best mountain bikers. But millions of people from all over the world watch the competitions. They are real challenges. They are extreme!

The whip-off: In this competition, the bikers do big jumps. When they land, they whip* the back end of the bike to the left or to the right.

The dual slalom: Two bikers race down the mountain. Who is faster? A dangerous competition!

The speed & style competition: Two bikers race down the mountain. They do tricks at the same time. Who is faster? Who has the best tricks?

Slopestyle: This is a freestyle competition. The racers can show all their tricks. They spin, they flip, they jump and they ride backwards.



You can't go to Whistler or to Innsbruck? No problem. Crankworx has an internet channel. You can watch it all online. And, every day, you can learn some of the tricks too. And when you're under 13, you can try the Kidsworx competition. Time to start practicing!

VOCABULARY: * competition – Wettbewerb; came – kam; **racer** – Rennfahrer/in; **whip** – schlagen

4/11+12+13



b Read again. Circle True (T) or False (F). Then listen and check.

1 Crankworx started in France.	T / F	4 In a whip-off competition the bikers do jumps.	T / F
2 There are five competitions on the World Tour.	T / F	5 In slopestyle the racers can't jump.	T / F
3 The challenges are easy.	T / F		



Web

2 a Work in groups. Find information about an international sports event on the internet. Write a list of facts.

b Read again. Write a similar text about your international sports event. Use your list of facts and the following ideas:

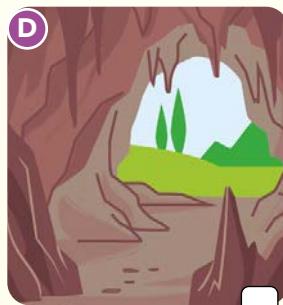
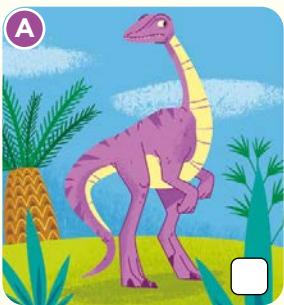
- What sports event is it?
- Where does it happen?
- How often does it happen?
- What is the prize money?
- Who was the winner (were the winners) last year?
- What do the fans think about it?

1 Read the secret message in the water. What is the missing word?

161190 9dt ni 9dT
bng b1low tuo n99w19d roob 9dt
.b1low t29107 9dt

▶ 2 Write the words under the pictures. Then watch episode 5 and number the pictures in the order you hear them.

prison dinosaur smelly cave



▶ 3 Watch again. Circle T (True) or F (False).

1 Victoria is Draven's friend. T / F
2 Victoria wants to live in the Forest World. T / F
3 Draven is in prison. T / F
4 There are dinosaurs in the Forest World. T / F
5 Jenna wants to go home. T / F
6 Aiden doesn't want to call the police. T / F

Everyday English

▶ 4 Watch episode 5 again. Complete the dialogues with phrases from the box.

Just a minute No, no, no! Oh, come on Be careful

Jenna + World ... my home ... it's beautiful ... it's warm, the grass is green, the trees
Aiden the dinosaurs are big and smelly.

Aiden The AT? Dinosaurs! ¹.....!

Aiden view? What can we do?

Victoria , but Draven is on his way here. I have to stop him.

Aiden ³..... , Vic. Let's call the police!

Victoria The police are on their way here too. They know Draven wants to come here.

Aiden ⁴..... , Vic.

Now go back to page 98. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 40 (Revision)

WB

p. 116

107

11

Fun times

At the end of unit 11 ...

you know

- verb phrases (entertainment)
- how to use the past simple (regular and irregular)

you can

- say what you want to do
- make and respond to suggestions
- talk about and describe past activities
- understand a story about a past holiday
- understand a story about a past holiday
- write a story about a holiday

Vocabulary Entertainment

4/14

1 a Listen and write the numbers.



listen to music



hang out with friends



play instrument



play computer games



watch TV



watch in videos



go to town



go to the cinema

b In pairs. Mime, ask and answer.

Listen to music?

Yes! That's right!

c Look at the photo story on page 109. Find and say the entertainment words.

2 a Watch part 1 of the video.

b Read the photo story. How many of these tasks can you do?

- 1 Ahmed likes superhero films.
- 2 Oliver likes to watch TV shows.
- 3 Oliver wants to ...
- 4 ...
- 5 Mr Kovac doesn't watch ...
- 6 Mr Kovac likes ...

T / F

T / F

- listen to music.
- watch TV.
- projector.
- laptop.

3 Watch part 2 of the video. Who says it? Write Mr Kovac, Oliver, Ahmed or Lily.

- 1 "Let's have a vote!"
- 2 "Hands up for a TV show."
- 3 "What do you think?"
- 4 "That was awesome!"
- 5 "You are great, sir!"
- 6 "I liked it."



Let's ... / I want to ... / Let's ...



4 In pairs, choose and say.

watch an internet video play computer games go into town go to the cinema

I want to ... / I have an idea. Let's ...

Yes, OK! / No! Let's ...

1 a Look at the photo story on page 109 again. Circle T (True) or F (False).

1 Lily watched the new superhero film. T / F
 2 Mr Kovac watched a vampire TV show. T / F
 3 Ahmed listened to Willow's new song. T / F

4/15
4/16

b Listen and check.

2 Listen and read.

LANGUAGE BOX

1 I played a computer game.	5 It listened to me.
2 You listened to music.	6 We watched a ball.
3 He watched TV.	7 You watched an internet video.
4 She played an instrument.	8 They played basketball.

3 a Match the sentences from 2 with the pictures. Write 1–8 in the boxes.



b Complete the sentences.

1 Last night, I to music.
 2 Last night, you TV.
 3 Last night, we football.

Look!

I/You	play	played
He/She/It	listen	+ ed
We/They	watch	listened

watched



4 In pairs, talk about last night.

Last night, I ...



Oh cool! Last night, I ...



A song

4/17+18



1 a Listen and sing.

A great weekend

Last week was really stressful.
I had a lot of tests.
But then I had the weekend.
And now I'm far less stressed.

I walked around the park,
and picked up a nice feather.
I built myself* a cool machine
to tickle* my toes – how clever!

Last week was really stressful ...

I had a lovely day ...
I was a superstar.
My fans were just fantastic.
They came from near and far.

The weekend was just great.
I had a lot of fun.
It put a big smile on my face –
Just try it, even ...



VOCABULARY: *myself – mir selbst; tickle – kitzeln

4/17



b Listen again. Put the parts of the song in the correct order. Write 1–7.

c Match the sentences to the pictures. Draw lines.

- 1 For the girl, last week ...
- 2 At the weekend, she ...
- 3 She picked up a ...
- 4 She built ...
- 5 She had ...
- 6 I had a ...
- 7 I had ... friends. They came ...

- a walked around the park.
- b wonderful daydream.
- c machine to tickle her toes.
- d was really stressful.
- e from near and far.
- f feather.
- g was a superstar.

d Imagine you are the girl in the song. Say the sentences.



For me, last week ...
At the weekend, I ...
I ...

1 a Listen and read.

Jane Good weekend?
 James Yeah. It was very good in the end.
 Jane In the end?
 James Yes. It was a little boring first.
 Jane OK. And then?
 James Well, I went for a walk for two hours. I took lots of photos.
 Jane Sounds good.
 James Yes. Then I came home. I printed the photos out and I wrote a sentence for each photo.

Jane Really?
 James Yes, I put the photos and the sentences on the wall in my room and invited my friends to see them.
 Jane I think they were them very nice.
 James Yes, when we had a lot of fun. We went to a shopping centre and hung out there.
 Jane So, school.

b Listen again. Tick the past forms you hear.

present:	past:	present:	past:
build	<input type="checkbox"/> built	put	<input type="checkbox"/> had
take	<input type="checkbox"/> took	find	<input type="checkbox"/> put
come	<input type="checkbox"/> came	go	<input type="checkbox"/> found
am	<input type="checkbox"/> was	hang out	<input type="checkbox"/> went
are	<input type="checkbox"/> were		<input type="checkbox"/> hung out

2 Listen and read.

LANGUAGE BOX

Last weekend / Last Sunday / Last week / Yesterday:

1 I **built** a cool machine. 4 She **sent** a message.
 2 You **took** lots of photos. 5 It **was** very cold.
 3 He **wrote** a nice story. 6 We **were** so happy.

7 You **hung** out with friends.
 8 They **went** to the park.

3 Write sentences about the pictures. Read them out. Use *Last weekend, Last Sunday ...*

1 I / write



3 Tom / is sad



4 My sisters / are nervous



5 Mum / have a long daydream



6 I / find an old book



7 you / send an email



8 Ms Green / come home at ten

4 Write sentences about your last weekend. Read them out.

Sounds right -ed endings

4/21

1 Listen and write the words in the correct column.

played
wanted

jumped
voted

shouted
listened

phoned
walked

watched

/d/

played

/t/

jumped

shouted

4/22

2 a Listen to the interviews with Daniel and Lucy. Look at the activities below and write the numbers in the boxes.

	Saturday			Sunday		
	morning	afternoon	evening	morning	afternoon	evening
Daniel	<input type="checkbox"/>					
Lucy	<input type="checkbox"/>	-				



4/22

b Listen again. Circle T (True) or F (False).

- 1 Daniel went in a cinema with his parents. T / F
- 2 Daniel had an exciting Saturday. T / F
- 3 Daniel read a book he saw on Sunday. T / F
- 4 Lucy went to the shopping centre with her friends. T / F
- 5 Lucy played computer games with her brother. T / F
- 6 Lucy had fun on Sunday evening. T / F



3 a In pairs, talk about what Lucy and Daniel did.

On Saturday morning, Daniel listened to ...

b Talk about what you did last weekend.

On Saturday morning, I ...



1 Read the text. Where do these sentences go? Write the number of the correct space next to each sentence. There is one extra sentence.

- it's all finished
- my beautiful, old, bright red guitar
- some rock music to make me happy

- I saw that film last week.
- He was coming from the kitchen.

Last night

Last night, I was very bored. "Do some homework," Mum said. "I haven't got any, 1," I said. I looked around my bedroom. What can I do? I thought. Watch TV? No, too boring. Watch an internet video? No, too boring. I know, I can listen to some music – 2. I picked up my phone and turned it on.

No, no, the battery was dead*. I put it back on the desk. "Read a book," my dad shouted from downstairs. 3 "Too boring!" I shouted back.

Then I saw my old guitar behind the chair. 4 and I picked it up. "Hello, old friend," I said. "Let's make some music!"



VOCABULARY: *The battery was dead. – Der Akku war leer.

2 When you are bored? Write five sentences.

When I'm bored, I

.....

.....

.....

.....

.....

4/23

1 a Listen to the sketch and complete the sentence.

4/23

Alisha's birthday party is

4/23

b Listen again and fill in the missing words.

A stressful weekend

Alisha Hey, Mark! Are you OK? You look stressed.

Mark Yeah, I ¹..... a stressful weekend.

Alisha Oh yeah?

Mark Yeah, it ²..... my dad's birthday!

Alisha And that ³..... stressful?

Mark Well ... not really. There ⁴..... lots of my family there and we ⁵..... games.

Alisha Sounds fun!

Mark It ⁶.....! We ⁷..... burgers and hot dogs. We ⁸..... pizza and pasta too.

Alisha OK ... and?

Mark Then we ⁹..... cake! And I ate four pieces!

Alisha So ...



Mark Then we ¹⁰..... to music and ¹¹.....

Alisha ...??

Mark And I ¹²..... sick*!

Alisha Oh, no! That is stressful.

Mark Yeah ...

Alisha Mark it's my birthday party next weekend.

Mark Brilliant! Can I come?

Alisha Um ... yes ... but ...

Mark But what?

Alisha But don't eat too much cake!

VOCABULARY: *sick – übel, schlecht

4/24

c In pairs, read out the sketch.

4/24

2 In pairs, choose one. Read out the sketch.

A Listen. Act out the dialogue.

B Listen. Act out the dialogues. Choose one. Change it.

1 Lucy Hi, Mark! How are you?
Mark Hello! I had a great weekend last night, my dad and I took some photos of the moon.
Lucy Last night?
Mary Yes! We took photos of the moon!

2 Suzie Hi, Grandpa!
Grandpa Hello, Suzie. How was your weekend?
Suzie It was great! I went to the cinema!
Grandpa That's nice.
Suzie Yes, it was fantastic. Then I hung out with my friends at the shopping centre.
Grandpa That sounds fun.
Suzie And ... this is for you!
Grandpa Wow! A book! Thank you, Suzie!

1 a Read the text quickly. Find out how many people the text is about and who they are.

b The story is about a place. Where is it?



A fantastic place



It was last summer in June. We were in our car, on the way to Finland for our family holiday. It was a long drive, but that wasn't a problem for me. I listened to music on my phone for hours. Then my brother and I played a video game on my mum's tablet. And then we looked at the website of our summer place again: *Hyönteisten paratiisi*. A lovely name. The photos on the website were great. They showed a nice little house made of wood. Just the right place for my parents, my brother and me – his sister. And the house was on a beautiful lake. The lake was perfect for me. I love swimming.



When we got to the place, it was night. Too late to look around. We were staying in the lake. The landlady was very nice. But I found it strange that she said that a lot of times, "Please don't open the windows at night! Never open the windows at night!"

We went to our room. The brother looked at me and then at my sister. "Please don't open the windows at night! Never

open the windows at night! We have lots of insects in our *paratiisi*. Ooooh..."

We laughed and laughed. And we opened a window.



We wanted to stay for three weeks. We went back home after five days. There were millions of mosquitoes. Millions.

On the way home, I used a translation app on my phone to check the name of our holiday place. *Hyönteisten paratiisi*. It's Finnish. In English, it means ... yes, 'insect paradise'! Then I checked other websites about the place.

My sister said: 'A fantastic place. But don't go there in June. June is the mosquito month.'



4/25+26+27



c Read again and answer the questions. Then listen and check.

- 1 Is the writer of the text a boy or a girl?
- 2 What feelings do you think the writer had in the car and why?
- 3 Why do you think the two children laughed when they were in their room?
- 4 How was the holiday for the family?
- 5 On the way back home, the writer used the phone. What was the name of the holiday place?
- 6 Why was it a problem that they went on holiday in June?

Story time



1 a Read the text. Answer the questions.

- 1 Where did Oscar and Maisie go first?
- 2 What did they take to go back?

Parks in the city

"Let's go and explore* the city," Maisie said to Oscar. "Good idea," Oscar answered. First, they took the underground to the north. After ten stops, they got off. There was a lovely park and they had great fun there. They ran around the park. They saw some kids with a football. They talked to them and then they played football with them. Maisie even scored a goal*. "That was great," Oscar said. "Now let's go to the south."

They took the tram to the south of the city. There they saw a great ice cream place. They bought two ice creams. They were delicious. "There are really amazing places in the city," Maisie said.

They walked around a bit and saw another park. "You can do fitness training here!" Oscar said. "Come on, let's train a bit." Half an hour later, they were tired. "Let's take a bus back. There's the next bus. Let's see where it goes," Oscar said. "I don't know," Maisie answered. "But I've got no idea where it really goes to."



"That doesn't matter," Oscar said. "They got on the bus. After 20 minutes, Maisie said, "Look! There's a wonderful park on the left!" "You're right," Oscar said. "It looks a bit like* the park next to our house. Let's get off here." They got off and went to the park. It looked like a really great park, but Maisie stopped. "Oscar?" she said. "It doesn't just look like our park ... it is our park!" Then they both laughed. And they had a great fun in their park.

VOCABULARY

*explore – erkunden; score a goal – ein Tor schießen; look like – aussehen wie

b Read the text again. Match the sentence halves. Draw lines.

- 1 First, Maisie and
- 2 They
- 3 Maisie and Oscar
- 4 They had
- 5
- 6 When they were tired
- 7 They got on the bus
- 8 They saw that

- a two delicious ice creams.
- b some fitness training in another park.
- c took the underground to the north.
- d at a lovely park.
- e football with some kids in the park.
- f took the tram to the south.
- g it was their park.
- h they took a bus.

4/28+29



c Listen and check.

Now go back to page 108. Check with a partner what you know / can do.



My personal learning track



CYBER Homework 44 (Revision)

12

Time

At the end of unit 12 ...

you know

- words for the months of the year
- ordinal numbers
- how to make offers and promises
- how to tell the time

you can

- say when your birthday is
- make offers and promises
- tell the time and the date
- understand a story about past events
- write a short text about your (past) day
- write an invitation

Vocabulary

Months

4/30

1 a Listen and repeat.



b In pairs, ask and answer.

What month is your birthday?

March.

4/31

2 a Listen and repeat.

1st – first
2nd – second
3rd – third
4th – fourth
5th – fifth

6th – sixth
7th – seventh
8th – eighth
9th – ninth
10th – tenth

11th – eleventh
12th – twelfth
13th – thirteenth
20th – twentieth
21st – twenty-first

22nd – twenty-second
23rd – twenty-third
30th – thirtieth
31st – thirty-first

4/32

b How do you say: 15th, 16th, 24th, 28th? Listen and check.

c In pairs, ask and answer.

What's the 7th month?

It's ...

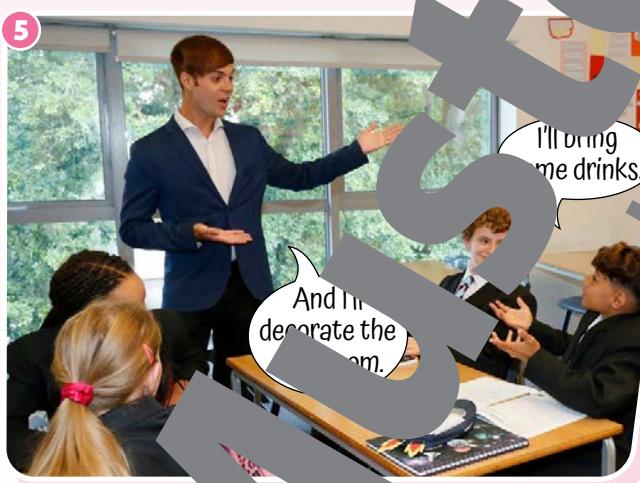
3 a Watch part 1 of the video.

b Read the story. How many of these tasks can you do?

1 The 3 rd of July is next	<input type="checkbox"/> Thursday.	<input type="checkbox"/> Friday.
2 Alissa's birthday is on	<input type="checkbox"/> Friday.	<input type="checkbox"/> Saturday.
the 1 st of August. I don't know about Alissa's birthday.	T / F	
4 Giselle wants to bring the music.	T / F	
5 Ahmed wants to bring the	T / F	
6 Alissa wants to decorate the	T / F	

4 Watch part 2 of the video. Answer the questions.

1 Who is first in the classroom?	3 Who is third in the classroom?
2 Who is second in the classroom?	4 Who is the party for?



Let's **talk** about **Planning** when your birthday is



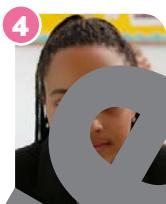
5 In pairs, ask and answer.

When is your birthday?



It's on the 8th of May.

1 a Look at the photo story on page 119 again. Match the children with the objects. Draw lines.



b Work in pairs. What do the people say?

4/33



c Listen and check.

4/34



2 Listen and read.

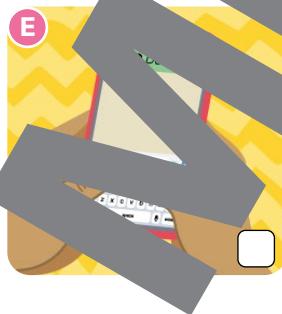
LANGUAGE BOX

1 I'll buy the present.	5 I'll sing the music.
2 I'll send the invitations.	6 I'll have the cake.
3 I'll blow up the balloons.	7 I'll decorate the room.
4 I'll bring the drinks.	8 I'll have a party.

Look!

I'll = I will

3 Match the sentences from 1–8 with the pictures. Write 1–8 in the boxes.



4 In groups, organise a birthday party. Say.

It's my birthday on ...
Let's have a party.
I'll ...

And I'll ...

A song

4/35+36



1 a Listen and sing.

The birthday song

My birthday's on a Sunday,
it's the second day in June.
The party starts at three
in the afternoon.

*Happy birthday to you.
Happy birthday to you.
We hope you get presents
and a birthday cake too.*

My birthday's on a Wednesday,
it's the fifteenth day of May.
I want a lot of presents.
I hope that is okay.

Happy birthday to you ...

My birthday's on a Monday,
it's October twenty-third.
You've got me a great present,
well, that is what I heard.

Happy birthday to you ...

My birthday's on the eighth of March,
it's a Friday in July.
I am a bit unlucky,
I get no presents. Oh well,

*Happy birthday to you ...
Happy birthday to you.
We hope you get presents,
and a birthday cake. Happy birthday!*



4/35



b Listen again. Make a list of the months that are not in the song.

c Complete the sentences.

1 My birthday's on the day this year.	4 My birthday's on the third day May.
2 My birthday's April.	5 My party is the afternoon.
3 My birthday's this July.	6 My party is three o'clock.

2

In pairs, choose A or B.

A Read. Act out one dialogue.

1 Tim When's your birthday?
Leah The twenty-second of March.
Tim Will there be a birthday party?
Leah I hope so.

B Read. Act out the dialogues.
Choose one. Change it.

2 Sarah When's your birthday?
Luis The ninth of November.
Sarah Oh? Next week then?
Luis Yes, and I'll have a big party.
Sarah When?
Luis It starts at seven in the evening.



1 a Listen and read. Underline the time expressions.

Sonia Will you be at my party next week?
 Jerry Yes, of course. When is it?
 Sonia On Saturday, at six o'clock.
 Jerry And how long will it be?
 Sonia It finishes at half past eleven.
 Jerry OK. Can I help?

Sonia Yes. Can you come over in the afternoon at about quarter past three?
 Jerry To do what?
 Sonia To help me clean the room.
 Jerry Oh, dear! I've got no lesson till quarter to five.
 Sonia What's that?

b Write the time expressions from 1a under the clocks.



1



2



3



4



2 Listen and read.

LANGUAGE BOX



at half past two



at quarter past one



at quarter to three



at twenty-to-nine



at ten to nine



at lunchtime



at midnight



at five o'clock in the morning

at five o'clock in the afternoon



at eleven o'clock at night



3 In pairs, talk about your day.

I get up at ...
 I go to school at ...

School starts at ...
 I have lunch at ...

Look!

a.m. – from midnight to lunchtime

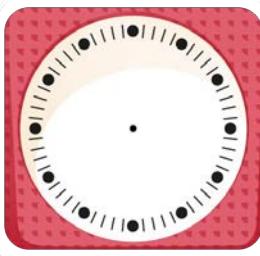
p.m. – from lunchtime to midnight

1 a Listen and draw the time on the clocks.

1 What time is the party?



2 What time is the film?



3 When does the party finish?



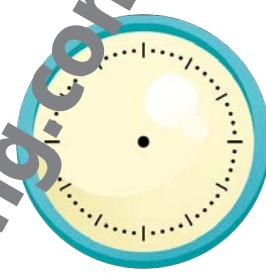
4 What time does school start?



5 What time does school finish?



6 When does the football game start?



b In pairs, choose a clock in **1a** and say the time. How fast can your partner find it?

2 a Answer the questions and go on yourself.

What time do you...

- 1 get up on a Monday? ...
- 2 get up on a Sunday? ...
- 3 go to bed on a Tuesday? ...
- 4 go to bed on a Saturday? ...
- 5 have lunch on the weekend? ...
- 6 go to bed on the weekend? ...



b In pairs, one turns to guess.

I think you get up on Mondays at ...



That's right.



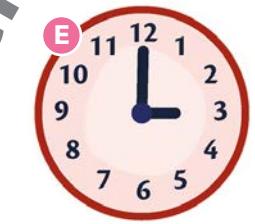
Almost, I get up at ...

You're wrong. I get up at ...

1 Read and match the pictures with the clocks. Draw lines. There are three extra clocks.

A perfect day

Last Sunday was the perfect day. I got up at half past ten and had breakfast watching TV. Then I went to town to see my friends. I met them at a guard rail at twelve outside my favourite café. I wasn't very hungry but my friend had a big burger and chips. It was delicious. At ten to three, we were outside the football stadium for the game. The game started at three p.m. and finished at 5 - 0. It was fantastic. We left the stadium at quarter to five and went to the cinema. We watched the new Marvel film. It was very exciting. The film finished at twenty past eight. At ten to nine, we were in the new pizza restaurant. Their pizzas are the best. Then I walked home with my best friend. Our day was a football, Marvel film and pizza. Days don't get better than that.



2 Use the three extra clocks in 1 to write a short text (60–80 words) about your perfect day.

At half past nine, I

4/40

1 a Listen to Cathy's story. What was the problem?



4/40

b Listen again and match the sentence halves below to the lines in the box.

1 Cathy wanted to	a sure there was a birthday party.
2 Cathy wanted	b friends at ten past six.
3 Amy and Jason weren't	c make a birthday card for Evie.
4 They got her a	d to wrap the present for Evie.
5 Cathy met her	e at her house.
6 Then Evie's grandma came	f book.
7 Evie wasn't	g next Friday.
8 The party will be	h to the door.

4/41

2 In pairs, do option A or B.



A Listen. Act out the dialogue.

1 Matt: It's my birthday.
Tanja: Who was it?
Matt: I'm sure it is. There's a present at seven o'clock.
Ellie: Let me phone her.
Matt: And? Is there a party?
Tanja: Yes, there is. Next week.

B Listen. Act out the dialogues. Choose one. Change it.

2 Harry: Ellie, can we meet at quarter to five?
Ellie: Why?
Harry: I want to buy a birthday present.
Ellie: For who?
Harry: My mum.
Ellie: Right. So where do you want to meet?
Harry: At the cake shop.
Ellie: Really?
Harry: Let's have some cake before we go and buy a present.

1 a Read the story on the website and put the pictures in the correct order.

Embarrassing stories

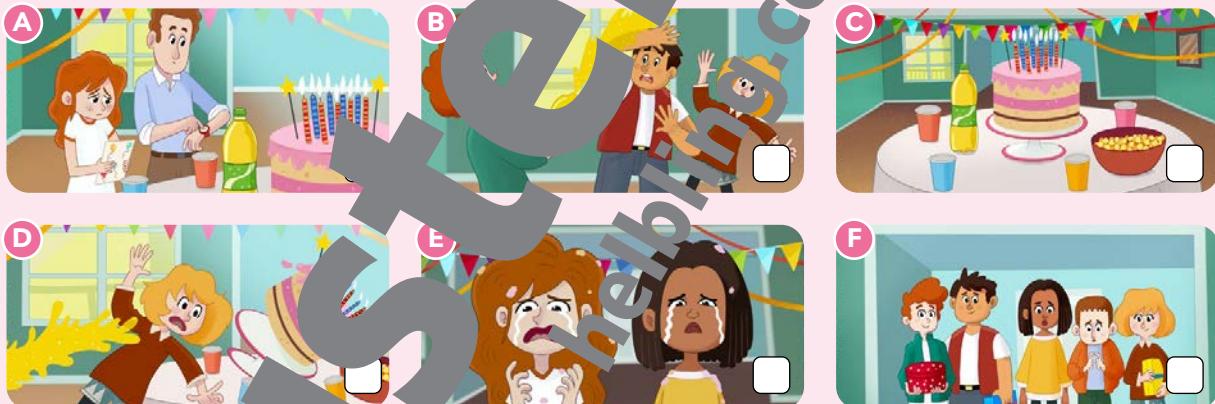
A terrible birthday party

Never again! That was my last birthday party! Everything went wrong!

It all started OK. Mum and Dad and I decorated the room. Mum put the cake on the table and Dad got all the drinks.

The party was at six. At six, nobody was there. Where were my friends? They all got their invitations and they all said yes. I looked at my invitation again. It said seven o'clock. How stupid of me.

At seven o'clock my friends arrived. The first thing Lisa said was: "Sorry, I forgot your birthday present at home." And Isabel said, "I made a cake for you. But I dropped it on the way here. I'm so sorry." I smiled and said, "Don't worry. We've got a backup plan." But then I saw Fred shake a bottle of fizzy drink. Of course, he sprayed everybody with the drink and Lisa ran away from Fred and she ran right into the birthday cake. I sat down. There was cake on the floor, and everybody was covered in fizzy drink. Isabel cried because her hair was all wet. And then I cried because everything was a mess. And I said, "Maybe we can stop the party now. And we'll try again next Saturday." But I'm not sure. I think this was my last birthday party!



4/42+43+44



b Listen and check.

2 Do one of A or B.

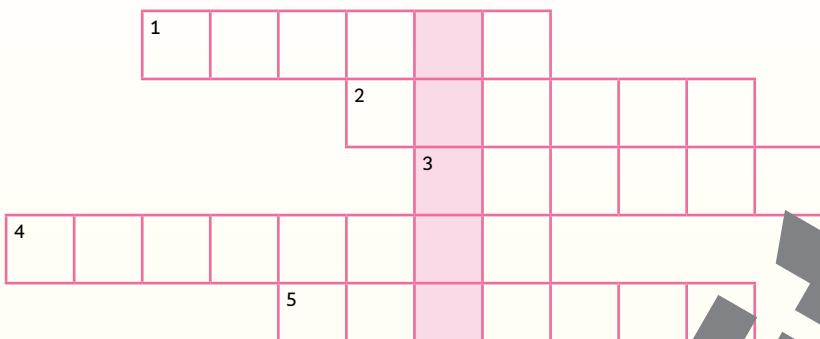
A Make an invitation card for a birthday party. Don't forget to write the date and place. Design it and sign it.

Hi,
I want to invite you ...
The party is at ...
It starts at ...
It ends at ...
I'm looking forward to seeing you.

B You want to invite eight kids to your birthday party. Make a to-do list (what to buy, plans for games, music ... , who will help you, etc.)

Who do I invite?
For the party I have to buy ...
The games we could play:
My playlist (music):
Ask ... for help.
...

1 Use the clues to do the crossword. Find the name of one of our heroes.



1 The secret spring is in the
2 Victoria is Aiden's
3 is Druff's brother.
4 The is Jenna's friend in the Forest World.
5 The are (They catch

► 2 Remember episode 5. In pairs, answer the questions. Check your answers.

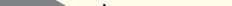
1 Who do you think is at the door?

.....

2 What do you think Aiden, Victoria and Anna are

3 Watch episode 6 again. Put the events in the order they happen.

- Aiden and Jenna jump into the water.
- It goes dark.
- Aiden sees dinosaurs



- Aiden arrives in the Forest World.
- Jenna scares Aiden.
- Aiden and Jenna go into the cellar.

Everyday English

4 Match the phrases with the pictures.

1 You're welcome. 2 How dare you! 3 That was close.



VOCABULARY: ***lock** – versperren; **hide** – verstecken

Now go back to page 118. Check with a partner what you know / can do.



CYBER Homework 48 (Revision)



p. 137

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich eine Frage stellen möchte, beginne ich oft mit einem Fragewort.

1 **What**'s your name?

2 **How** are you?

3 **How** old are you?

b Ordne die richtigen Antworten den Fragen in a zu. Schreibe 1-3.

I'm OK, thanks. I'm 12. My name's Tom.

c Complete the questions with the correct question word from a.

1 colour is your pen?

4 in your pencil case?

2 's in your school bag?

5 are you, Tina?

3 are you, Tom?

6 's your name?

d Do a quiz with your partner. Ask a question from c. Then give an answer from the box. Then swap roles.

A book, a pencil case, and a ruler.
I'm Chris.

It's blue.
I'm OK, thanks.

pen pencils and a rubber.
I'm eleven.

Grammar 2 *there is / there are*

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich sagen will, dass da (zum Beispiel in meiner Schultasche) ein Buch ist, sage ich:

There is a book in my school bag.

Wenn ich sagen will, dass da mehrere Bücher sind, sage ich:

There are three books in my school bag.

Look!

there is = **there's**

b Watch the video and do the grammar rap.



Boy six girls
Girl There are six girls.
six boys
Girl There are six boys.
a football
Girl There's a football.
Boy match
Girl There's a match.

Boy and girl GOAL!
Girl There's a goal.
Boys and girls There are six girls.
There are six boys.
There's a football.
There's a match.
There's a goal.

c In pairs, look at the picture. Make sentences with *There is / There are*.

Grammar 1 *be* (affirmative)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich das Wort **be** (sein) verwende, achte ich auf die richtige Form.

<i>I'm</i> (<i>I am</i>) Tom.	<i>Sandra's</i> (<i>Sandra is</i>) nine.	<i>You're</i> (<i>You are</i>) Sue and Kim.
<i>You're</i> (<i>You are</i>) Sandra.	<i>It's</i> (<i>It is</i>) blue.	<i>They're</i> (<i>They are</i>) teachers.
<i>Tom's</i> (<i>Tom is</i>) ten.	<i>We're</i> (<i>We are</i>) in class 7C.	

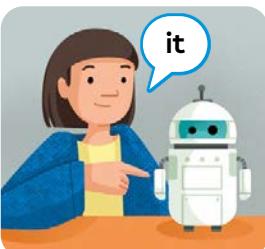
b In pairs, complete the sentences. Ask and answer.

- 1 Hi, I Lily. What your name?
- 2 Ahmed 11. How old you?
- 3 Oliver in class 7C. What class you in?
- 4 My ruler green. What colour your ruler?

Grammar 2 Subject pronouns

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Subjektpronomen *I*, *you*, *he*, *she*, *it*, *we*, *you*, *they* verwenden du, um über Personen zu sprechen.



b Watch the video and sing the grammar rap.

I, I'm tall.
you, You're Ken.
he, He's Tom.
we, She's Milly.
you, It's so chilly*! Brrrrrr!
they.

I,
you,
he, she, it,
we,
you,
they.

We're from Austria.
You're from England.
They're from Finland.
Let's make a rock band.
Yeah!

VOCABULARY: ***chilly** – kühl, kalt

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du *I am ...*, *you are ...* usw. verneinen willst, hängst du das Wort **not** an:

affirmative	negative (Kurzform)	negative (Langform)
<i>I'm happy.</i>	<i>I'm not happy.</i>	<i>I am not happy.</i>
<i>You're great.</i>	<i>You aren't great. / You're not great.</i>	<i>You are not great.</i>
<i>He/She/It's hungry.</i>	<i>He/She/It isn't hungry. / He/She/It's not hungry.</i>	<i>He/She/It is not hungry.</i>
<i>We're tired.</i>	<i>We aren't tired. / We're not tired.</i>	<i>We are not tired.</i>
<i>They're bored.</i>	<i>They aren't bored. / They're not bored.</i>	<i>They are not bored.</i>

b Watch the video and rap part 1 of the grammar.



I am	→	I'm not	→	It isn't
You are	→	You aren't	→	We aren't
He is	→	He isn't	→	You aren't
She is	→	She isn't	→	They aren't

c Do a quiz with your partner. Swap roles.

I am.

I am not.

d Now watch and rap part 2 of the grammar rap.



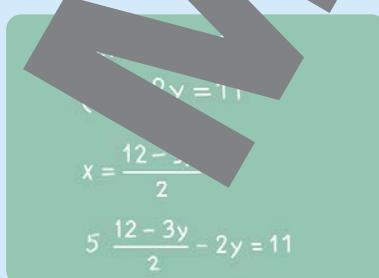
I'm happy. I'm not.
You're great. You aren't bad.
He's clever. He isn't cold.
She's young*. She isn't old.

It's fake. It isn't true.
We're ten. We aren't two.
You're active. You aren't lazy*.
They're clever. They aren't crazy*.

VOCABULARY: *young – jung; lazy – faul; crazy – verrückt

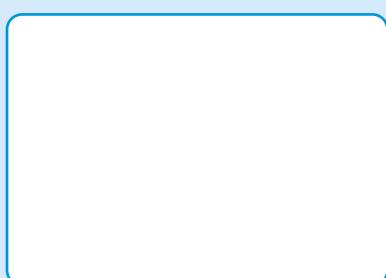
e In pairs, look at the picture and make sentences. Use *I, you, ...* and the words in the box.

funny, great, simple, happy, awesome, clever, correct, red, blue, nice, cold



It isn't simple.....

She isn't two.....



.....

Grammar 2 *be* (questions and short answers)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich eine Frage mit dem Verb **be** stellen will, brauche ich **am, are, is** + die Person.

Am I ten? **Are you happy?** **Is he cold?** **Is she tired?**

Um eine Frage zu beantworten, verwende ich **Yes** oder **No** + die Person (die negative).

Yes, I am. **No, I'm not.** **Yes, he is.** **No, she isn't.**

b In pairs, read the questions and answers.

A Am I happy?

B Yes, I am. / No, I'm not.

A Are you OK?

B Yes, I am. / No, I'm not.

A Is he cold?

B Yes, he is. / No, he isn't.

A Is she ten?

B Yes, she is. / No, she isn't.

A Is it blue?

B Yes, it is. / No, it isn't.

A Are we angry?

B Yes, we are. / No, we aren't.

A Are you cold?

B Yes, I am. / No, we aren't.

A Are they ten?

B Yes, they are. / No, they aren't.

c Complete the short answers.

1 Am I lazy? – Yes, you **are**.....

2 Are you hungry? – No, I
.....

3 Is she cold? – No, she
.....

4 Is he nine? – Yes, he
.....

5 Is it true? – No, it
.....

6 Are we crazy? – No, you
.....

7 Are you tired? – Yes, we
.....

8 Are they OK? – No, they
.....

d In pairs, ask and answer questions about the pictures.

Number 3. Is she happy? **No, she isn't.**



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du sagen möchtest, was dir oder jemandem gehört, verwendest du **have got** bzw. **has got**.

I've got three cats.

He's/She's/It's got two best friends.

We've/You've/They've got two pets.

Look!

got have got
has got

b Watch the video and rap part 1 of the grammar rap.



I have got	→	I've got	→	It has got	→	It's got
You have got	→	You've got	→	We have got	→	We've got
He has got	→	He's got	→	You have got	→	You've got
She has got	→	She's got	→	They have got	→	They've got

c Do a quiz with your partner. Swap roles.

I have got

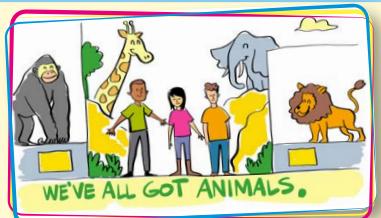
I've got



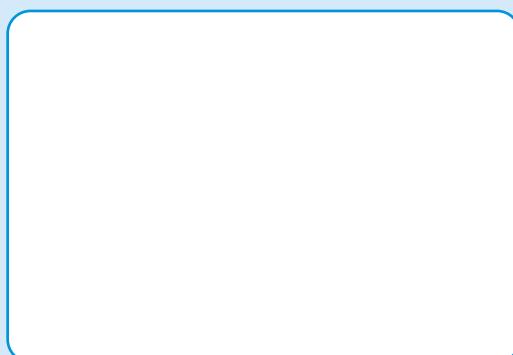
d Now watch and rap part 2 of the grammar rap.

I've got a fish.
You've got a cat.
Molly's got a snake.
And Fred's got a rat.

They've got a crocodile.
It's got a name – Sue.
We've all got animals.
They live in a zoo!

e In pairs, look at the pictures and make sentences. Choose an animal and use *have/has got*.

He's got a spider.



Grammar 2 have/has got (negatives & questions)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Verneinung von *have/has got* bildest du mit **not**.

I have not got a brother.

→ *I haven't got* a brother.

He/She/It has not got a pet.

→ *He/She/It hasn't got*

We/You/They have not got a crocodile. → *We/You/They haven't got* a crocodile.

Wenn du Ja/Nein-Fragen mit *have/has got* bilden möchtest, änderst du die Aussagegestaltung folgendermaßen:

Have/Has + Person + *got* + Objekt

Have you **got** a pet?

Has he/she **got** a green school bag?

Has it **got** four legs?

Have we/you/they **got** a zoo?

b In pairs, read the questions and answers.

A Have you got a basketball?

B Yes, I have. / No, I haven't.

A Have I got a brother?

B Yes, you have. / No, you haven't.

A Has she got a sandwich?

B Yes, she has. / No, she hasn't.

A Has he got a sister?

B Yes, he has. / No, he hasn't.

A Have I got a dog?

Yes, you have. / No, you haven't.

A Have they got a cat?

B Yes, they have. / No, they haven't.

c In pairs, ask and answer questions

Has your best friend got ... ?



Have your parents got ... ?



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du über den **Tagesablauf** sprechen möchtest, verwendest du das **Present simple** (Gegenwartsform). In der 3. Person Singular (he/she/it) musst du ein **-s** an das Verb anhängen.

I **get** up at eight. He/She/It **gets** up at eight. We/You/They **get** up at eight.

Achtung: I **have** breakfast at six. → He/She/It **has** breakfast at six.

I **go** to school at eight. → He/She/It **goes** to school at eight.

b Watch the video and rap part 1 of the grammar rule.



I get up.

You get up.

He gets up.

She gets up.

It gets up.

We get up.

You get up.

They get up.

We're ready for the day!

c Now watch and rap part 2 of the grammar rule.



I get up at eight.
You get up at eight.
It gets up at eight.
(cock-a-doodle-doo)
Now we're all awake!

We go to bed at nine.
They go to bed at ten.
It goes to bed at eleven.
(cock-a-doodle-doo)
Oh no. Not again!

d In pairs, talk about the following.

get up

have breakfast

have

go to bed

It gets up at eight.

Grammar 2 Adverbs of frequency

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest die **Adverbs of frequency**, wenn du sagen möchtest, **wie häufig** etwas passiert. Du verwendest **oft** wenn jemand etwas macht.

100%

often

sometimes

0%

never

Die **Adverbs of frequency** stehen **vor** dem Verb.

Achtung: Im Verb **be** (am/is/are) stehen sie **nach** dem Verb.

I **often** get up at seven.

He **is** **never** late.

She **sometimes** goes to the gym.

They **are** **always** hungry.

b In pairs, talk about something you ...

1 ... always do on a Monday.

3 ... sometimes do on a Friday.

2 ... often do on a Wednesday.

4 ... never do on a Sunday.

I always get up at seven on a Monday.

Grammar 1 Present simple (negative)

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Das Present simple verneinst du mit dem Hilfsverb **do/does** und **not**.

I **do not** like hamburgers. → I **don't** like hamburgers.

He/She/It **does not** like steak. → He/She/It **doesn't** like steak.

We/You/They **do not** like chilli crisps. → We/You/They **don't** like chilli crisps.

b Watch the video and rap part 1 of the grammar rap.



I like	→	I don't like
You like	→	You don't like
He likes	→	He doesn't like
She likes	→	She doesn't like

It likes	→	It doesn't like
We like	→	We don't like
You like	→	You don't like
They like	→	They don't like

c Do a quiz with your partner. Swap roles.

I like.

I don't like.

d Now watch and rap part 2 of the grammar rap.

I don't like milk.
You don't like steak.
He doesn't like crisps.
She doesn't like cake.

It doesn't like bread.
We don't like meat.
They don't like chilli.
Give us a **treat**!



VOCABULARY: ***treat** – Leckerei, Süßigkeit

e In pairs, write sentences. Choose a food word and use **don't/doesn't**.

1 They **don't** like sausages.

2

3

4

Grammar 2 Object pronouns

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verneinst die Object pronouns, um über das Objekt im Satz zu sprechen.

I – me	he – him	it – it	you – you
you – you	she – her	we – us	they – them

b Do a quiz with your partner. Swap roles.

I

me

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn du eine Frage im *Present simple* stellen willst, stellst du **do** bzw. **does** (bei *he, she, it*) an den Anfang des Satzes, dann hängst du die Frage an.

They like animals. → **Do they like animals?**

She likes pizza. → **Does she like pizza?**

Achtung: Das **-s** der 3. Person ist schon in **does** enthalten; daher heißt die Frage auch **like** und nicht **likes**.

b Watch the video and rap part 1 of the grammar.



I like ...	→ Do I like ... ?	We like ...	→ Do we like ... ?
You like ...	→ Do you like ... ?	They like ...	→ Do they like ... ?
He likes ...	→ Does he like ... ?	They like raps?	→ Do they like raps?
She likes ...	→ Does she like ... ?	They like raps?	→ Do they like raps?
It likes ...	→ Does it like ... ?	They like raps?	→ Do they like raps?

c In pairs, ask and answer.

Do you like ... ?

Yes, I do. / No, I don't.

Does your friend like ... ?

Yes, he/she does. / No, he/she doesn't.

d Now watch and rap part 2 of the grammar rap.

A Do you like ice cream?
 B Yes, I do.
 A Do you like cheese?
 B No, I don't.
 A Can I have your ice cream? And you can have mine?
 B Oh, yes, please, Louise.

A Does she like music? That girl over there.
 B No, she doesn't. Her name is Claire.
 A Does he like books? That boy over there.
 B Yes, he does. His name's Pierre.
 A Why do you know who they are?
 B Because I'm smart. Because I'm a star.
 A Ha!

e Write three questions for your friend and write three questions about your friend's friend.

1
 2
 3
 4
 5
 6

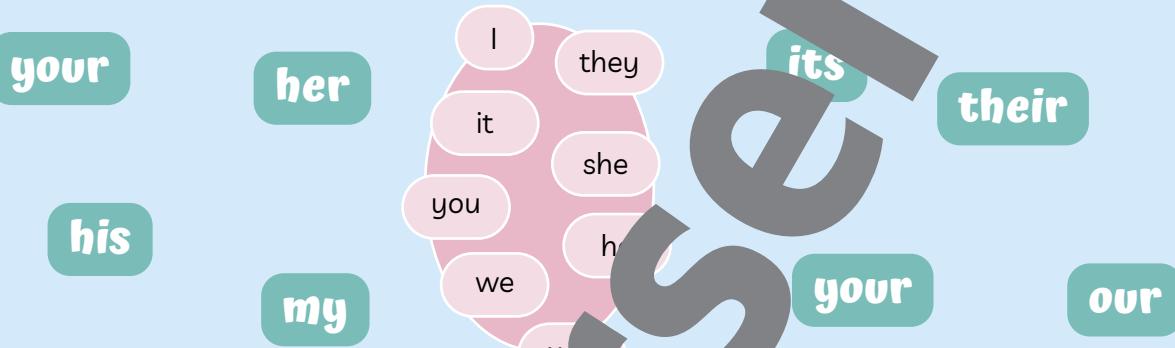
a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So kannst du sagen, wem etwas gehört. Dazu musst du die *Possessive adjectives* lernen. Zum Beispiel:

This is my book. (my ist das possessive adjective)

I – my	he – his	it – its	we – our
you – your	she – her	they – their	they – their

b Match the pronouns and the possessive adjectives. Now guess.



c Look at the pictures. Complete the sentences.



This is friend Lucy.



This is school.



Is this ball?



This is cat. name is Tiddles.



This is party.



..... T-shirt is yellow.

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So sagst du, dass du etwas tun bzw. nicht tun kannst.

I can speak German, but I can't speak French.

So fragst du, ob jemand etwas tun kann.

Can she speak English? Yes, she can. / No, she can't.

b Ask a partner *can*-questions.

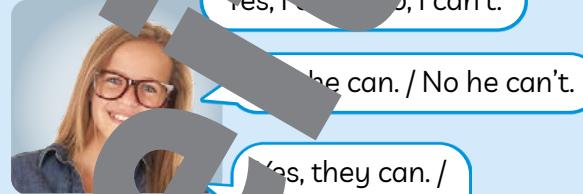
Can you play the piano?

Can your German teacher speak French?

Can your parents play football?



Yes, I can. / No, I can't.



Yes, he can. / No he can't.

Yes, they can. / No, they can't.

Grammar 2 Imperatives

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So bildest du die Befehlsform (Imperative). Die Form ist gleich wie die Grundform des Verbs.

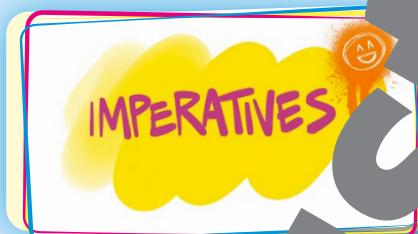
Go to the door.

Close the door.

Don't open it!

Stop!

b Watch the video and rap part 1 of the grammar rap.



Turn around!
Look at me!
Now come here!
Close your eyes!

Try a plum*!
Now say Yum!
Yum!
Don't eat all the plums!

VOCABULARY: *plum – Zwetschke

c Tell a partner the things he/she must do.

Go to the door.

d Now watch and do part 2 of the grammar rap. Follow the commands.



Shake your fingers,
touch your nose.
Turn around –
so it goes.

Jump and wave.
Bend your knees.
Touch your ears.
And now freeze*!

Walk one metre,
then sit down.
Make a face
like a clown.

VOCABULARY: *freeze – erstarren, einfrieren

Grammar 1 Present continuous

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Mit dem **Present continuous** drückst du aus, dass jemand **gerade jetzt etwas tut**.

So bildest du das *Present continuous*:

Person + am/is/are + Verb + -ing

I'm (I am) talking!

She's (She is) writing.

We're (We are) listening.

Das **Present continuous** verneinst du mit **not**:

I'm not talking.

She isn't writing.

We aren't listening.

So bildest du Fragen im *Present continuous*:

Am/Is/Are + Person + Verb + -ing

Am I reading?

Is he listening?

Are they sleeping?

Achtung auf die Rechtschreibung: write → writing

b Watch the video and rap part 1 of the grammar rap.



Psst! I'm sleeping.
You're writing.
He's jumping.
She's waving.
It's eating.

You're singing.
You're dancing.
They're turning around.
And what do you see?
A dog is sitting in the tree!

c Work with a partner. Ask what the people are doing. Then swap roles.

What's the dog doing?

It's eating.



d Now watch and rap part 2 of the grammar rap.

A What are you doing?
B They're having lunch.
A She's eating a cake.
B Sue is eating a cake. She's eating a muffin.

A What are you doing?
B I'm watching her.
A Why?
B She's eating a muffin, Sue. And I'm so hungry too!

e Look at your teacher and three of your classmates. What are they doing right now? Write four sentences.

1

3

2

4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

So fragst du danach, wieviel etwas kostet:



How much is the T-shirt?



How much are the socks?

Sind die Sachen in deiner Nähe, verwendest du **this** (Einzahl) und **these** (Mehrzahl).
Sind sie weiter weg, dann verwendet du **that** (Einzahl) und **those** (Mehrzahl).



How much is this T-shirt?



How much is that hoodie over there?

How much are these shoes?

How much are those shorts over there?

b In pairs, look at the picture. Ask **How much is/are ...?** Your partner tells you the price. Then swap roles.

How much is/are ... ?

It's ... / They're ...



Grammar 1 was/were (affirmative)

10

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Du verwendest das **Past simple**, um über Dinge zu sprechen, die in der **Vergangenheit** passiert sind. Das Verb **be** (am/is/are) wird im *Past simple* zu **was** bzw. **were**.

*I'm English. I **was** born in London.*

*You're Austrian. You **were** born in Vienna.*

*Last night, my house **was** cold. Today, it's hot!*

*Yesterday, my friends **were** angry. Today, they're happy!*

b Watch the video and rap part 1 of the grammar rap.



I am	→	I was	It is	→	It was
You are	→	You were	We are	→	We were
He is	→	He was	You are	→	You were
She is	→	She was	They are	→	They were

c In pairs, tell your partner.

I was born in ...

My mother was born in ...

My father was born in ...

My grandparents were born in...

d Now watch and rap part 2 of the grammar rap.

I was born in China!

You were born in Spain.

He was born in America.

And we were in the same class!

She was born in Brazil.

We were born in France.

They were born in Italy,

and they love to dance!



e Write sentences about you and a friend. Use **was/were**.

- 1
- 2
- 3
- 4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die Verneinung von was/were bildest du, indem du **not (n't)** an das Verb hängst.

Um Fragen mit was/were zu bilden, stellst du die *Past simple* Form des Verbs an die erste Stelle.

Questions	Negatives
Were you good at sport?	I wasn't good at sport when I was 10.
Was I good at art?	You weren't good at art in kindergarten.
Was your brother in the football team?	He wasn't in the football team last year.
Was your sister a swimmer?	She wasn't a swimmer when she was 6.
Were we at the cinema?	We weren't at the cinema on Tuesday.
Were they at school?	They weren't at school on Monday.

b Complete the table with your own ideas.

+		?
I was good at running.	I wasn't good at running.	Were you good at running?
You	You
He	He
She	She
We	We
They	They

c Complete the dialogue.

1 Sam 1 2 you good
at football?
Dad No, 3 4
I'm not 5 6
I'm not good at football!

2 7 8 good
at ?
Dad No, 9 10
I'm not 11 12
I'm not good at maths!

Sam 13 your friend good at
geography?

Dad Yes, 14 15



a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Die *Past simple* Form von regelmäßigen Verben (*regular verbs*) bildest du, indem du an die Grundform die Endung **-ed** hängst. Endet ein Verb bereits auf **-e**, hängst du nur ein **-d** an.

Yesterday, I **played** a game.
Last night, he **watched** TV.

On Monday, you **listened** to music.
I **liked** the film yesterday.

Achtung auf die Schreibweise:

tidy → **tidied** **chat** → **chatted** **drop** → **dropped**

b Watch the video and rap part 1 of the grammar rap



I play	→	I played	it listen	→	it listened
you listen	→	you listened	you listen	→	we listened
he listens	→	he listened	you play	→	you played
she plays	→	she played	they list	→	they listened

c Work with a partner. Complete the sentence

Yesterday, I ...



On Monday, my family ...

Last night, my friend ...

d Now watch and rap part 2 of the grammar rap

Yesterday you played guitar.
My sister watched TV.
My brother listened to a rap
but no-one talked to me.
Mum and dad napped in the park.
My cat played with a ball.
I closed my eyes to go to sleep –
and I dreamt about all.

In my dream I played guitar,
my sister danced along.
My parents started
singing too –
oh, what a lovely song!



e Write four sentences about you and your family. Use the past simple (regular).

- 1
- 2
- 3
- 4

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Nicht alle Verben bilden das *Past simple* mit der Endung **-ed**. Bei unregelmäßigen Verben (*irregular verbs*) ändert sich oft der gesamte Wortstamm. Zum Beispiel:

I **had** a dream. (have) She **sent** a message. (send) We **came** home. (come)
 You **took** a photo. (take) He **wrote** a song. (write) They **went** to the park. (go)

Present	Past simple	Present Participle
be	was/were	being
build	built	building
buy	bought	buying
come	came	coming
do	did	doing
eat	ate	eating
find	found	finding
get	got	getting
get up	got up	getting up
give	gave	giving
go	went	going
hang out	hung out	hanging out
have	had	having
hear	heard	hearing
leave	left	leaving
make	made	making
meet	met	meeting
put	put	putting
read	read	reading
run	ran	running
say	said	saying
see	saw	seeing
send	sent	sending
sing	sang	singing
take	took	taking
wake up	woke up	waking up
win	won	winning
write	wrote	writing

b In pairs, look at the pictures. Write sentences in your exercise book.



Last night, I ...



Yesterday, we ...



Last night, he ...

Grammar 1 *will*

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Um etwas zu versprechen, das du in der **Zukunft** machen wirst, verwendest du die Kurzform von **will** ('ll).

I'll buy the present. *I'll bring the drinks.* *I'll send the invitation.*

b Watch the video and rap part 1 of the grammar rap.

I will → I'll	She will → She'll	They will → They'll
You will → You'll	It will → It'll	
He will → He'll	We will → We'll	

c Work with a partner. Talk about what you will do for a party.

For the party on Saturday, I'll ...

And I'll ...

OK ...

d Now watch and rap part 2 of the grammar rap.

It's the end of term!
What will you do?

I'll have a party.
I'll call my friends.
We'll have lots of fun,
until the day ends.

It's the end of term!
What will you do?

I'll play my guitar.
I'll watch TV.
I'll play all day long.
Come and play with me!

e Write four sentences about your next week in your exercise book. What will you do?

Grammar 2 Telling the time

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Mit den folgenden Ausdrücken kann du Zeitangaben machen:



*I go to school at **half past** **seven**.*



*I have English at **quarter to** **eleven**.*



*I have a break at **lunchtime**.*



*My mum goes to work at **quarter past** **nine**.*



*I go to bed at **ten to** **ten**.*



*I can't sleep at **midnight**.*



*My mum goes to work at **nine o'clock in the morning**.*



*My mum comes home at **five o'clock in the afternoon**.*



*My mum goes to bed at **eleven o'clock at night**.*

b Write sentences about your daily routines in your exercise book. Read them out.

Classroom language

Can you understand your teacher?

We have plenty of time.
Have a go.
Have a guess.
Don't worry about your pronunciation.
Don't worry, it'll get better.
Maybe this will help you.
Can anybody correct this sentence?
That's very good.
Well done.
That's nice.
I like that.
You did a great job.
That's correct.
That's quite right.
Yes, you've got it.
That's much better.
That's a lot better.
You didn't make a single mistake.
Your pronunciation is very good.
You're getting better all the time.
Work in pairs/threes/fours/fives.
Work in groups of two/three/four.

Stand up and find another partner.
Have you finished?
Do the next activity.
Let's check your answers.
Come out and write on the board.
Repeat after me.
Again, please.
Would you like to answer question 3?
Right. Now we will go on to the next exercise.
Next, please.
You have ten minutes to do this.
Your turn is up.
Are you ready?
Any questions?
I'm afraid it's time to finish now.
I'll have to stop here.
Hang on a moment.
Just a moment, please.
One more thing before you go.
This is your homework.
Do exercise 11 on page 22 for your homework.
There is no homework today.

When you have a problem, say this:

Sorry? / Pardon?
Can you help me, please?
Can you repeat that, please?
What's this in English, please?
I don't understand.
Sorry, I've forgotten my ...
Sorry, what's our homework?

English sounds

[ɑː]	arm	[eə]	there	[ŋ]	song, long
[ʌ]	fun	[eɪ]	take, they	[p]	present, top
[e]	desk	[ɪə]	here	[r]	red, right
[ə]	a, an	[ɔɪ]	boy	[s]	sister, class
[ɜː]	girl, bird	[əʊ]	go, old	[t]	time, cat
[æ]	apple	[ʊə]	tourist	[z]	rain, dogs
[ɪ]	in, it	[b]	bag, club	[ʒ]	tele
[i]	every	[d]	duck, card	[ʃ]	English
[ɪə]	easy, eat	[f]	fish, laugh	[tʃ]	child, cheese
[ɒ]	orange, sorry	[g]	get, dog	[dʒ]	house, mother
[ɔː]	all, call	[h]	hot	[l]	link, mouth
[ʊ]	look	[j]	you	[v]	have
[u]	February	[k]	can, duck	[w]	what, word
[uː]	food	[l]	lot, small		
[aɪ]	eye, buy	[m]	more, mum		
[aʊ]	our	[n]	now, sun		

The English alphabet:

A	[eɪ]
B	[biː]
C	[sɪː]
D	[diː]
E	[iː]
F	[ef]
G	[dʒiː]
H	[eɪtʃ]
I	[aɪ]
J	[dʒeɪ]
K	[keɪ]
L	[eɪl]
M	[eɪm]
N	[eɪn]
O	[oː]
P	[pɪː]
Q	[kiː]
R	[eɪr]
S	[eɪs]
T	[tɪː]
U	[uː]
V	[viː]
W	[dʌbəljuː]
X	[eks]
Y	[waɪ]
Z	[zed/ziː]

Wordlist

U2 = Unit 2; **ASC1** = The After School Club Episode 1; **SS1** = The Secret Spring Episode 1; **G** = Grammar

A

a / an U1	[ə, ei / ən]	ein/eine
a bit of U8	[ə bɪt ɒv]	ein wenig/bisschen von
a little U5	[ə lɪtl]	ein wenig
a lot (of) U5	[ə lɒt (ɒv)]	viel/viele
a week U10	[ə wi:k]	pro Woche
ability U8	[ə'bɪləti]	Fähigkeit
about U1	[ə'baʊt]	über
to act out U2	[tə ækɪt aʊt]	vorspielen, nachspielen
to add U8	[tə æd]	ergänzen, hinzufügen
address U10	[ə'dres]	Adresse
adjective U7	[ə'dʒɪktɪv]	Adjektiv, Eigenschaftswort
adverb U5	[əd've:b]	Adverb, Umstandswort
African U8	[ə'fri:kən]	afrikanisch
after U5	[a:ftə]	nach
After School Club ASC1	[ə'ftə sku:l klʌb]	Nachmittagsbetreuung
afternoon U5	[ə'ftə'nun]	Nachmittag
again U1	[ə'gen]	wieder, noch ein
(100 years) ago U10	[('100 jɪəz) ə'gəʊ]	vor (hundert Jahren)
to agree U9	[tə ə'gri:]	zustimmen
all U3	[ɔ:l]	alle/alles
all over U8	[ɔ:l ə'verə]	überall
all over the world U8	[ɔ:l ə'verə ðə wɜ:ld]	auf der ganzen Welt
almost U12	[ə'ɒlməʊst]	nahe
alone U7	[ə'ləʊn]	allein
Come along! U9	[kʌm ə'lɔŋ]	Komm mit!
alphabet U2	[ə'fæfbɛt]	Alphabet
alright U3	[ɔ:l'rایt]	in Ordnung; schön, richtig
also U1	[ɔ:lsəʊ]	außerdem
always ASC5	[ɔ:lwəz]	immer
a.m. U12	[eɪ əm]	Mormittags
amazing U7	[ə'meɪzɪŋ]	außergewöhnlich
and U1	[ənd]	und
angry U3	[æŋgri]	ärgerlich, zornig, wütend
animal U4	[ə'mænl]	Tier
another U6	[ə'nʌðə]	ein anderer/eine andere/ein anderes
answer U1	[ən'ser]	Antwort, Lösung
to answer U1	[tə 'nser]	antworten
any U6	[ə'nɪ]	irgendein/ irgendeine; kein/ keine; etwas
(not) any more SS5	[ə'nɒt eni mɔ:z]	(nicht) noch mehr
anything U7	[ə'nɪθɪŋ]	etwas
apple U5	[æpl]	Apfel
April U12	[ə'prɔ:l]	April
April fool! ASC8	[ə'prɔ:l fu:l]	April, April
Argentina U10	[ərdʒə'nɪti:nə]	Argentinien

B

arm U7	[ɑ:m]	Arm
around U9	[ə'rəʊnd]	herum; um
to arrive U12	[tə ə'vɪə]	ankommen
art U2	[ɑ:t]	Kunst
article U3	[ə'dɪkl]	Artikel (Zeitung-)Artikel
as ... as U9	[əz əz]	lang; genauso wie
to ask U1	[tə a:sk]	fragen; bitten
to ask for U9	[tə a:sk fɔ:z]	fragen nach; bitten um
(shop) assistant U9	[lɒp'əsɪnt]	Verkäufer/ Verkäuferin
at U1	[ət]	bei; auf; um; zu
at home U6	[ət əʊm]	zu Hause
at last SS9	[ət ə:st]	endlich, schließlich
at lunch U6	[ət 'lʌntʃ]	zu Mittag
at midnight U1	[ət 'mɪdnha:t]	um Mitternacht
at night U1	[ət na:t]	in der Nacht
at the door U1	[ət ðə dɔ:z]	an der Tür
August U1	[ɔ:gəst]	August
Australia U10	[ɔ:streɪliə]	Australien
Austrian U10	[ɔ:striən]	Österreich
average U8	[ə'verɪdʒ]	österreichisch; Österreicher/ Österreicherin
away U2	[ə'wei]	durchschnittlich; Durchschnitts-
awesome ASC11	[ə'səmə]	weg
B		fantastisch, großartig
baby U7	[beibi]	Baby, Säugling
to babysit U7	[tə 'beɪbɪsɪt]	babysitten, Kinder hüten
back U3	[bæk]	zurück
back U7	[bæk]	Rücken
back to back ASC9	[bæk tə bæk]	Rücken an Rücken
backpack SS2	[bækpæk]	Rucksack
backwards U10	[bæk'wɜ:dz]	rückwärts
bacon U6	[ˈbeɪkən]	Speck
bad U2	[bæd]	schlecht, böse
bad luck U6	[bæd lʌk]	Pech; Missgeschick
bag U4	[bæg]	Tasche; Tüte
ball U1	[bɔ:l]	Ball
balloon U12	[bə'lʊ:n]	Ballon
banana U6	[bə'na:nə]	Banane
bar ASC3	[ba:]	Riegel
basketball U1	[ˈba:skɪtbɔ:l]	Basketball
bathroom U3	[ba:θru:m]	Bad, Badezimmer
battery U11	[ˈbætri]	Batterie; Akku
to be U2	[tə bi:]	sein
Be careful! U9	[bi: 'keəfl]	Sei vorsichtig!
to be good at U10	[tə bi: gud æt]	etw. gut können
beautiful U4	[bju:tɪfl]	schön
because U8	[bɪ:kəz]	weil
bed U3	[bed]	Bett

bedroom U3	[bedru:m]	Schlafzimmer
before U5	[bɪ'fɔ:]	bevor; zuvor; vor
beginning U10	[bɪ'gɪnɪŋ]	Anfang
behind U4	[bɪ'hænd]	hinter
Beijing U10	[ber'չɪŋ]	Peking
to believe SS3	[tə bɪ'li:v]	glauben
below U7	[bɪ'ləʊ]	darunter, unterhalb
to bend U8	[tə bend]	beugen, neigen, krümmen
best U4	[best]	bester/beste/bestes
better U12	[bə:tə]	besser
between U8	[bɪ'twi:n]	zwischen
big U6	[bɪg]	groß
bike U8	[baɪk]	Fahrrad
biker U10	[bɪkə]	Radfahrer/ Radfahrerin
billion U4	[bɪljən]	Milliarde
biology U2	[baɪ'olədʒɪ]	Biologie
bird U7	[bɜ:d]	Vogel
birthday U1	[bɜ:θdeɪ]	Geburtstag
black U1	[blæk]	schwarz
to blow up U12	[tə blaʊ ʌp]	aufblasen
blue U1	[blu:]	blau
board U5	[bɔ:d]	Tafel
boat U3	[bəʊt]	Boot
body U8	[bɔdi]	Körper
body part U8	[bɔdi pa:t]	Körperteil
book U1	[bʊk]	Buch
to be bored U3	[tə bi: bɔ:d]	sich langweilen
boring U10	[bɔ:riŋ]	langweilig
born U10	[bɔ:n]	geboren
boss U7	[bɔ:s]	Chef, Vorgesetzter
both ASC6	[bəʊθ]	beide
bottle U6	[bɒtl]	Flasche
box U1	[bɒks]	Box
boy U1	[bɔɪ]	Junge
boyfriend U7	[bɔɪfrend]	Freund
Brazil U10	[brə'zɪl]	Brasilien
bread U6	[bred]	Brötchen
break ASC9	[brer:k]	Pause
breakfast U5	[brekfəst]	Mahlzeit
to breathe U3	[tə bri:t̩]	atmen
to bring ASC4	[tə brɪŋ]	(mit etwas) bringen
broccoli U6	[brə'kɒli]	Kohl
broken ASC8	[brə'kən]	gebrochen
brother U7	[brʌðə]	Bruder
brown U1	[brəʊn]	braun
bubble wrap U3	[bʌbəl'wɔ:p]	Luftpolsterfolie
budgie U4	[bʌdʒɪ]	Wellensittich
burger U5	[bʊgə]	Burger
but U2	[bʌt]	aber
But it's true! SS3	[bʌt ɪt'tru:]	Aber es ist wahr!
to buy U6	[tə baɪ]	kaufen
by U10	[baɪ]	an; bei; von
by U12	[baɪ]	bis
bye U1	[baɪ]	tschau, tschüss

C		
café U6	[kæfeɪ]	Kaffeehaus, Café
cage U4	[keɪdʒ]	Käfig
cake U5	[keɪk]	Kuchen
called U4	[kɔ:ld]	genannt
to call SS5	[tə kɔ:l]	(an-)rufen
camera U2	[kæmərə]	Kamera
can U1	[kæn]	können
Canada U10	[lə'nædə]	Canada
can't (cannot) SS2	[kæn't (kænɒt)]	nicht können
Cape Town ASC10	[keɪp toun]	Kapstadt
car U7	[ka:ə]	Auto
card U5	[ka:d]	Karte
to care U3	[keə]	sich kümmern
careful U9		vorsichtig
cat U4	[kæt̩]	Katze
to catch S	[tə kæt̩]	fangen; festnehmen
cave SS4	[keɪv]	Höhle
cellar SS3	[selə]	Keller
centimetre U8	[sentri'mi:tə]	Zentimeter
chair U1	[tʃeər]	Stuhl
change U2	[tʃeɪndʒ]	Herausforderung
channel U10	[tʃeindʒ]	Wechselgeld
cheap U9	[tʃi:p]	Kanal; Programm
check U1	[tʃek]	billig
checkbox U5	[tʃeklist]	überprüfen, kontrollieren
cheese U6	[tʃi:z]	Checklist; Prüfliste, Vergleichsliste
chicken U6	[tʃɪ:kɪn]	Käse
child (pl children, U1)	[tʃaɪld, 'tʃɪldrən]	Huhn
chilli U6	[tʃili]	Kind
China U10	[tʃaɪnə]	Chili
Chinese U11	[tʃaɪ'nai:z]	China
chips U6	[tʃips]	Chinesisch; Chinese/ Chinesin
chocolate ASC3	[tʃɔ:klat]	Pommes frites
to choose U2	[tə tʃu:z]	Schokolade
Christmas U9	[krɪsməs]	(aus-)wählen
chubby U7	[tʃʌbi]	Weihnachten
cinema U11	[sɪnəmə]	mollig, pummelig
to circle U1	[tə sɜ:kl]	Kino
city U7	[sɪti]	einkreisen
class U1	[klas:]	Stadt
class project U5	[klas:s ɒprɒdʒekt]	(Schul-)Klasse
classmate U2	[klas:smæt̩]	Klassenprojekt
classroom U2	[klas:sru:m]	Klassenkamerad/ Klassenkameradin
to clean (up) U7	[tə kli:n (ʌp)]	Klassenzimmer
clever U11	[klevə]	sauber machen, putzen
to climb (up) SS2	[tə klaim (ʌp)]	klug, schlau
clock U12	[klɒk]	(hinauf-)klettern, (hinauf-)steigen
to close U1	[tə kləʊz]	Uhr
close U7	[kləʊz]	schließen, zumachen
clothes U9	[kləʊðz]	nah
		Kleidung

club U1	[klʌb]	Verein, Club	to design U1	[dɪ'zaɪn]	entwerfen, gestalten
coach U10	[kəʊtʃ]	Trainer/Trainerin	dialogue U1	[dɪəlɒg]	Gespräch, Dialog
cold U3	[kəuld]	kalt	diary U6	[daɪəri]	Tagebuch
colour U1	['kʌlə]	Farbe	to die U10	[dɪ] [daɪ]	sterben
to colour U1	[tə 'kʌlə]	anmalen	different ASC2	[dɪfrənt]	verschieden/ verschiedene; anders
colour-blind U7	[kʌlə-blaind]	farbenblind	difficult U9	[dɪ'fɪlt]	schwierig
colourful U9	[kʌlə'fʊl]	bunt	dinner U5	[dɪnə]	Abendessen
Come along! U9	[kʌm ələŋ]	Komm(t) mit!	dinosaur SS5	[daɪnərəs]	Dinosaurier
to come U1	[tə kʌm]	kommen	disaster U6	[dɪ'sa:stə]	Katastrophe, Unglück
Come on! U1	[kʌm ən]	Komm(t) jetztl., Mach(t) schon!	disbelief U8	[dɪs'beleif]	Zweifel, Unglaube
Come on board! U3	[kʌm ən bɔ:d]	Komm(t) an Bord!	to discuss U8	[tə dɪ'skʌs]	besprechen, diskutieren
to compare U3	[tə kəm'peə]	vergleichen	disgusting U6	[dɪs'gʌstɪŋ]	ekelhaft
competition U10	[kəm'pɪtɪʃən]	Wettbewerb	to do U1	[də]	machen, tun
to complete U1	[tə kəm'pli:t]	vervollständigen, ergänzen	to do homework U5	[tə du: həʊm, wɜ:k]	Hausaufgaben machen
complicated ASC10	[kəm'plɪkɪteɪtɪd]	kompliziert	doctor U1	[dɒktə]	Arzt/Ärztin
computer game U11	[kəm'pjū:tə ,gēm]	Computerspiel	dog U4	[dɒg]	Hund
cook U6	[kʊk]	Koch/Köchin	done U4	[dʌn]	Dollar
to cook U6	[tə kʊk]	kochen	don't worry U4	[dən't wʌri]	Fertig!; Erledigt!
cornflakes U7	[kɔ:nflæks]	Cornflakes	door ASC7	[dɔ:r]	Tür
correct U1	[kə'rekt]	richtig, korrekt	down U7	[daʊn]	hinunter, hinab
to cost U4	[tə kost]	kosten	downstairs U5	[daʊn'steəz]	unten
cotton U9	[kɒtən]	Baumwolle	drama club ASC4	[dramə klʌb]	Theater-AG
could U12	[kud]	könnte, könnten, könntest	drama game ASC3	[dramə gēm]	Theaterspiel
to count U3	[tə kaʊnt]	zählen	draw U3	[tə drɔ:]	zeichnen, malen
country U2	[kʌntri]	Land; Staat	dream U5	[dri:m]	Traum
of course U6	[ɒv kɔ:s]	natürlich, gewiss	dress SS3	[dres]	Kleid
to cover U1	[tə kʌvə]	bedecken	drink U3	[drɪŋk]	Getränk
cow ASC5	[kau]	Kuh	to drink U6	[tə drɪŋk]	trinken
crazy U6	[kreɪzi]	verrückt	drive U11	[drɪv]	Fahrt
ice cream U6	[aɪs kri:m]	Eis	driver U10	[draɪvə]	Fahrer/Fahrerin
to create U9	[tə kri'eɪt]	entwerfen	drone U1	[drəʊn]	Drohne
crisps U6	[krɪspz]	Chips	drop U12	[tə drop]	fallen lassen
crocodile ASC4	[kro'kɔdɪəl]	Krokodil	dual U10	[dju:(ɔ:)əl]	doppelt, zweifach
to cross U3	[tə krɔ:s]	(an-)kreuzen			
to cycle ASC9	[tə'saɪkl]	Fahren			
D					
dad U2	[dæd]	Papa, Vati	each U4	[i:tʃ]	jeder/jede/jedes
daily U5	[d'eili]	alltäglich	ear U7	[eə]	Ohr
dance U8	[dæns]	Tanz	earlier U5	[e:liə]	früher
to dance U7	[tə dæns]	tanzen	early ASC12	[e:li]	früh
to be in danger U7	[tə bi: ðən'gər]	Gefahr sein	easy U3	[i:zi]	einfach
dangerous SS3	[dæn'ژərəs]	gefährlich	to eat U5	[tə i:t]	essen; fressen
How dare you! SS3	[həu ðeər ɔ:u]	Wie kannst du es wagen!	egg U6	[eg]	Ei
dark SS6	[dɑ:k]	dunkel	eight U1	[eɪt]	acht
date U1	[deɪt]	Datum	eighteen U1	[eɪt'ni:n]	achtzehn
daughter U1	[dɔ:tə]	Tochter	eighteenth U12	[eɪt'ni:nθ]	achtzehnter/ achtzehnte/ achtzehntes
day ASC1	[deɪ]	Tag	eighth U12	[eɪtθ]	achter/achte/achtes
daydream U11	[deɪ,drɪ:m]	Tagtraum	eighty U9	[eɪti]	achtzig
days of the week U5	[deɪz ðv ðə wi:k]	Wochentage	either ASC6	[ə'ðə]	entweder; hier: auch nicht
December U12	[dɪ'sembə]	Dezember	elephant U7	[elɪfənt]	Elefant
to decorate U12	[tə 'dɛkəreɪt]	dekorieren			
definitely ASC6	[d'fɪnɪtli]	definitiv			
delicious ASC6	[dɪ'lɪʃəs]	lecker, köstlich			
to describe U7	[tə drɪ'skraɪb]	beschreiben			

eleven U1 [ɪ'levən] elf
eleventh U12 [ɪ'levnθ] elfter/elfte/elftes
else U6 [els] sonst; anders
email U10 [i:meɪl] Email
end U1 [end] Ende
energy U5 [enədʒɪ] Energie
English U2 [ɪngglɪʃ] Englisch
to enjoy U6 [tə ɪn'dʒɔɪ] genießen
entertainment U11 [en'teɪnəmənt] Unterhaltung
entry U6 [entri] Eintrag
episode SS1 [epɪsəʊd] Folge, Episode
even U10 [i:vən] sogar
evening U5 [i:vnɪŋ] Abend
event U10 [i'vent] Ereignis, Veranstaltung
ever U10 [evə] je(mals)
every U4 [evri] jeder/jede/jedes
every day U5 ['evri deɪ] täglich
everybody ASC2 [ˈevrɪbɒdɪ] jeder/jede/jedes
everyone U2 [evriwʌn] jeder/jede/jedes
everything U7 [evriθɪŋ] alles
everywhere SS4 [evriweə] überall
exactly U6 [ɪg'zæktli] genau, exakt
example U9 [ɪg'za:mpl] Beispiel
excellent U6 [eksələnt] ausgezeichnet
excited U12 [ɪk'sarɪtd] aufgereggt
exciting U6 [ɪk'saɪtɪŋ] aufregend, spannend
Excuse me! U2 [ɪk'skjuz mi] Entschuldigen
Sie bitten, Entschuldigung

elf
elfter/elfte/elftes
sonst; anders
Email
Ende
Energie
Englisch
genießen
Unterhaltung
Eintrag
Folge, Episode
sogar
Abend
Ereignis, Veranstaltung
je(mals)
jeder/jede/jedes
täglich
jeder/jede/jedes
jeder/jede/jedes
alles
überall
genau, exakt
Beispiel
ausgezeichnet
aufgereggt
aufregend, spannend
Entschuldigen
Sie bitten, Entschuldigung

fifteen U1 [fɪf'ti:n] fünfzehn
fifteenth U12 [fɪf'ti:nθ] fünfzehnter/ fünfzehnte/ fünfzehntes
fifth U12 [fɪfθ] fünfter/fünfte/fünftes
fifty U9 [fɪfti] fünfzig
figure U10 [fɪgə] Zahl, Betrag
to fill in U1 [tə fɪl] ausfüllen, eintragen
film U5 [fɪlm] Film
finally U3 [fɪ'nælɪ] schließlich, endlich
to find U1 [faind] finden
to find out U2 [faind aʊt] herausfinden
finding U8 [faɪndɪŋ] Erkenntnis, Feststellung
fine ASC1 [fain] in Ordnung, gut
finger U8 [fɪŋgə] Finger
fingernail U8 [fɪng'nɔɪl] Fingernagel
Finnish U1 [fɪnɪʃ] Finnisch
Finland U1 [fɪnlənd] Finnland
first U5 [fɜ:st] zuerst, zunächst
fish (nɔ: fish) U6 [fɪʃ] Fisch
fit U7 [fɪt] fit, tauglich
to fit U9 [tə fɪt] passen
five U5 [fʌɪv] fünf
five to (three) U6 [fɔ:v tə (θri:)] fünf vor (drei)
fizzy drink U1 [fɪzɪ drɪŋk] kohlensäurehaltiges Getränk, Soda
flag U6 [flæg] Fahne, Flagge
flavor C6 [flerəvə] Geschmacksrichtung
flea market U9 [fli: 'ma:kɪt] Flohmarkt
to fly U9 [tə flaɪ] Salto machen
flock U4 [fλɒk] schwimmender Markt
floor U4 [flɔ:r] (Fuß-)Boden
to fly U9 [tə flaɪ] fliegen
to follow U3 G [tə foləʊ] folgen
the following U4 [ðə foləʊɪŋ] das Folgende
foot (nɔ: pl) U6 [fʊd] Essen
feet (nɔ: pl feet) U8 [fʊt, fɪt] Fuß
football U1 [fʊtbɔ:l] Fußball
football player U10 [fʊtbɔ:l 'pleɪə] Fußballspieler/ Fußballspielerin

F

face U6 [feɪs] Gesicht
fact U4 [fækt] Tatsache
factual U8 [fæklʊtɪkl] tatsächlich, faktisch
to fall into SS4 [tə fɔ:l 'ɪntu] etwas fallen
false U2 [fæls] falsch
family U4 [fæmɪli] Familie
fantastic U11 [fæn'tæstɪk] toll, fantastisch
far U2 [fɑ:r] weit weg
farmer U5 [fɑ:rmə] Bauer/Bäuerin
fast SS2 [fɑ:st] schnell
father U7 [fɑ:ðə] Vater
favourite U2 [fɔ:vət] Lieblings-
feather U11 [fɪðə] Feder
February U12 [fɪ'ebruəri] Februar
to feel U3 [tə fi:l] (sich) fühlen
feeling U3 [fi:lɪŋ] Gefühl
feet U8 [fi:t] Füße
female U7 [fi:meɪl] weiblich

for U1 [fɔ:r] für
for sale U9 [fɔ: seɪl] zum Verkauf
forest SS3 [fɔ:rɪst] Wald
to forget U7 [tə fe'get] vergessen
form U3 [fɔ:m] Form
forty U9 [fɔ:tɪ] vierzig
forward U12 [fɔ:wəd] vorwärts
four U1 [fɔ:r] vier
fourteen U1 [fɔ:tɪ:n] vierzehn
fourth U12 [fɔ:θ] vierter/vierte/viertes
France U10 [fra:ns] Frankreich
free SS1 [fri:] frei
freestyle U10 [fri:stɔɪl] Freestyle
French U8 [frentʃ] Französisch; Franzose/Französin
frequency U5 [fri:kwənsi] Häufigkeit
Friday U5 [fraɪdeɪ] Freitag

friend U1	[frend]	Freund/Freundin
friendly U7	[frendli]	freundlich
frog U8	[frɒg]	Frosch
from U2	[frəm]	von, aus
fruit U9	[fru:t]	Obst
fun U5	[fʌn]	Spaß
funny U1	[fʌni]	lustig, komisch
fur U4	[fɜ:z]	Pelz

G

game U2	[geɪm]	Spiel
garden U3	[ga:dən]	Garten
geography U2	[dʒɪ'ɒgrəfi]	Geographie
German U2	[dʒɜ:mən]	Deutsch
Germany U10	[dʒɜ:məni]	Deutschland
to get U4	[tə get]	holen; bekommen; werden
to get off U11	[tə get of]	aussteigen
to get on U11	[tə get ɒn]	einstiegen
to get out of U5	[tə get əʊt ɒv]	verschwinden aus; hinauskommen aus
to get up U5	[tə get ʌp]	aufstehen
ghost U11	[gəʊst]	Geist
giraffe U8	[dʒə'ra:f]	Giraffe
girl U1	[gɜ:lı]	Mädchen
to give U5	[tə gɪv]	geben
to give up ASC10	[tə gɪv ʌp]	aufgeben
glasses U9	[gla:sɪz]	Brille
to go U2	[tə ɡəʊ]	gehen
to go on SS3	[tə ɡəʊ ɒn]	weitermachen; weitergehen
to go out U6	[tə ɡəʊ əʊt]	ausgehen; gehen
to go to bed U3	[tə ɡəʊ tə bed]	zur Schlafgelegenheit gehen
to go to school U5	[tə ɡəʊ tə sku:l]	zur Schule gehen
to go to the gym U5	[tə ɡəʊ tu:θɪm]	zum Fitnessstudio gehen
goal U11	[gəʊl]	Tor
good U2	[gʊd]	gut
Good afternoon! ASC5	[gʊd 'a:ftən]	Guten Nachmittag!
Good idea! U6	[gʊd aɪdɪə]	Gute Idee!
Good morning! U10	[gʊd 'mɔ:rnɪŋ]	Guten Morgen!
grammar U1	[græmər]	Grammatik
grandma U7	[græn'dmə:]	Gründerin, Oma
grandpa U7	[græn'pa:]	Gründer, Opa, Opi
grass SS5	[gra:s]	Gras
great U1	[gre:t]	großartig, wunderbar
Great Britain U10	[gre:t b्रɪ:tən]	Großbritannien
green U1	[gri:n]	grün
to greet U1	[tə g्रe:t]	(be-)grüßen
greeting U1	[gri:tɪŋ]	Gruß
grey U7	[grei]	grau
group U1	[gru:p]	Gruppe
to grow U8	[tə gru:]	wachsen
to guess U2	[tə ges]	(er-) raten
guinea pig U5	[gwi:nɪ pi:g]	Meerschweinchen
guitar U8	[gi:tə:]	Gitarre
gym U5	[dʒɪm]	Fitnessstudio

H

hair U7	[heə]	Haare
half (pl halves) U4	[ha:f, ha:vz]	Hälften
half past (three) U12	[ha:f pa:st (θri:)]	halb (vier)
hall U3	[hɔ:l]	Flur; Vorraum
ham U6	[hæm]	Schinken
hamster U4	[hæm'stə]	Hamster
hand U8	[hænd]	Hand
Hands up! ASC11	[hændz a:p]	Hände hoch!
to hang out U12	[tə hæŋ a:t]	abhängen
to happen U4	[tə hæpən]	geschehen, passieren
happy U1	[hæpi]	glücklich; fröhlich; zufrieden
Happy birthday to you! U12	[hæpi 'bɜ:θdeɪ tə ju:]	Alles Gute zum Geburtstag!
hard ASC9	[hɑ:d]	schwierig; schwer, hart
hard work U10	[hɑ:d wɜ:k]	harte Arbeit
hat U7	[hæt]	Hut
to hate U7	[tə heɪt]	hassen, nicht ausstehen können
have U2	[tə hæv]	haben
have breakfast U5	[tə hæv 'brekfəst]	frühstückchen
have dinner U5	[tə hæv 'dɪnə]	zu Abend essen
to have fun U1	[tə hæv fʌn]	Spaß haben
to have (not) got U1	[tə hæv (nɒt) ɡɒt]	(nicht) haben, (nicht) besitzen
head ASC1	[hɛd]	er
headache U4	[hed]	Kopf
healthy U6	[helθi]	gesund
hear U8	[hɪə]	hören
heart U7	[ha:t]	Herz
heavy U8	['hevi]	schwer
hello ASC1	[he'ləʊ]	Hallo
Help! ASC4	[hel:p]	Hilfe!
to help U3	[tə hel:p]	helfen
her U5	[hə]	sie, ihr
herd U7	[hɜ:d]	Herde
here U1	[hɪə]	hier, her
hero (pl heroes) U10	[hɪərəʊ, 'hɪərəʊz]	Held
to hide SS6	[tə haɪd]	verstecken
high U7	[hai]	hoch
him U10	[hɪm]	ihm, ihn
his U4	[hɪz]	sein/seine
hole U9	[həʊl]	Loch
holiday U11	[hɒlədeɪ]	Urlaub, Ferien
home U5	[həʊm]	zu/nach Hause; Zuhause
homework U1	[həʊmwɜ:k]	Hausaufgaben
hoodie U9	[hʊdɪ]	Kapuzenpullover
Hooray! U6	[hə'reɪ]	Hurra!
to hope U10	[tə həʊp]	hoffen
horse U5	[hɔ:s]	Pferd
horse riding lesson U10	[hɔ:s 'raɪdɪŋ 'lesn]	Reitstunde
hot U3	[hɒt]	heiß
hot U6	[hɒt]	scharf
hotel U7	[həʊ'tel]	Hotel
hour U5	[aʊə]	Stunde
house U7	[haʊs]	Haus
how U1	[haʊ]	wie

How are you? U1	[hau a: ju:]	Wie geht es dir/ Ihnen?
How dare you! SS6	[hau deə ju:]	Wie kannst du es wagen!
how many U2	[hau 'meni]	wie viele
How much is/are ...? U4	[hau mʌtʃ ɪz/əz:]	Wie viel kostet/ kosten ... ?
How old are you? ASC1	[hau əuld a: ju:]	Wie alt bist du?
How strange! SS1	[hau streɪndʒ]	Wie merkwürdig!
How stupid of me! U12	[hau 'stju:pɪd ɒv mi:]	Wie dumm von mir!
how to U1	[hau tu:]	wie man
human SS4	[hju:mən]	Mensch
hungry U3	[hʌŋgri]	hungry
hunter SS4	[hʌntə]	Jäger/Jägerin
to hurry up U5	[tə hɜri ʌp]	sich beeilen
to hurt U8	[tə hɜ:t]	wehtun, schmerzen

I

I U1	[aɪ]	ich
I don't know. ASC8	[aɪ dəʊnt nəʊ]	Ich weiß es nicht.
I see. ASC2	[aɪ si:]	Ich verstehe.
ice cream U5	[aɪs kri:m]	Eiscreme
idea U1	[aɪ'dɪə]	Idee, Einfall
if ASC12	[ɪf]	ob, wenn, falls
I'm (I am) ASC1	[aɪm, aɪ əm]	Ich bin; Ich heiße
I'm fine. ASC1	[aɪm fain]	Es geht mir gut.
I'm from ... U10	[aɪm frəm]	Ich komme aus ...
I'm not sure. U10	[aɪm not ʃʊə]	Ich bin mir nicht sicher.
I'm OK. U1	[aɪm 'oʊ'keɪ]	Mir geht es gut.
I'm sorry. ASC2	[aɪm 'sori]	Tut mir leid.
imaginary U4	[ɪ'mædʒɪnəri]	erfunden
to imagine U6	[tə ɪ'mædʒɪn]	sich etw. vors. ausmalen
important U5	[ɪm'pɔ:tnt]	
in U1	[ɪn]	in
in front of U4	[ɪn frənt ɒf]	vor
in pairs U1	[ɪn peərz]	weit
in the morning U6	[ɪn ðə 'mɔ:nɪŋ]	morgens
information U5	[ɪnfə'meɪʃn]	Information
injury U8	[ɪn'dʒəri]	Verletzung
insect U8	[ɪn'sɛkt]	Insekt
instruction U1	[ɪn'strʌkʃn]	Anweisung
to play an instrument U11	[tə pleɪ ən 'ɪnstrumen:t]	Instrument spielen
to be interested in U7	[tə bɪ ɪn'estrɪt]	Interessiert sein an
interesting ASC10	[ɪn'estrɪŋ]	interessant
international U10	[ɪntə'nati:nl]	international
interview U5	[ɪnt'veju:]	Interview
into U1	[ɪntʊ]	in (... hinein)
invitation U1	[ɪnvɪ'teɪʃn]	Einladung
to invite U1	[tə 'vait]	einladen
it U1	[ɪt]	es
it's (it is) U1	[ɪt'z]	es ist
Italy U10	['ɪtli]	Italien
its U7	[ɪts]	sein/seine; ihr/ihre

J

jacket U9	[dʒækɪt]	Jacke
jam U6	[dʒæm]	Marmelade

January U12	[dʒænɪ'ʃəri]	Jänner
Japan U2	[dʒæpən]	Japan
jeans U9	[dʒi:nz]	Jeans
juice U6	[dʒu:s]	Soft
July U12	[dʒu:lɪ]	Juli
to jumble U2	[tə 'dʒʌmbl]	durcheinanderbringen
to jump U3	[tə dʒʌmp]	springen, hüpfen
jumper U9	[dʒʌməpə]	Pullover
June U11	[dʒu:nɪ]	Juni
just U1	[dʒʌst]	gerade; einfach
Just a minute. SS5	[dʒʌst ə 'mɪnɪt]	Einen Augenblick bitte.; Moment mal.

K

ketchup U6	[kɛtʃəp]	Ketchup
to kick U3	[tɪk]	treten
kid U3	[kɪd]	Kind
kilt U9	[kɪlt]	Kilt, Schottenrock
kind of U6	[kɪnd əv]	Art von
kitchen U3	[kɪtʃɪn]	Küche
knee U3	[ni:]	Knie
to know U1	[tə nəʊ]	wissen; kennen

L

language U11	[laɪŋgwidʒ]	See
land U2	[lænd]	Land
lady U11	[lædɪ, leɪdɪ]	Vermieterin; Hausherrin
language U1	[laɪngwidʒ]	Sprache
large U8	[la:dʒ]	groß, reichlich
last U10	[la:st]	letzter/letzte/letztes
last time on SS5	[la:st taɪm ɒn]	Das letzte Mal bei
late U1	[leɪt]	(zu) spät
later U5	[leɪtə]	später
to laugh U3	[tə la:f]	lachen
to lead U7	[tə li:d]	führen
leader U7	[li:də]	Leiter/Leiterin, Anführer/Anführerin
leaflet U9	[li:flet]	Broschüre, Flugblatt
league U10	[li:g]	Verband, Liga
to learn U3	[tə lɜ:n]	lernen
to leave U5	[tə li:v]	verlassen, weggehen
left U8	[left]	linker/linke/linkes; links
leg U8	[leg]	Bein
lesson U2	[l'esən]	(Unterrichts-)Stunde
Let go! U4	[l'et ɡəʊ]	Lass(t) los!
Let me out! SS3	[l'et mi: əʊt]	Lass(t) mich raus!
Let me see. ASC2	[l'et mi si:]	Zeig mal her.
Let's ... U1	[lets]	Lass(t) uns
Let's get out of here! SS4	[lets get əʊt əv hɪə]	Lass(t) uns hier verschwinden!
Let's go! U7	[lets ɡəʊ]	Los! Gehen wir!
letter U2	[letə]	Buchstabe
life (pl lives) U5	[laɪf, laɪvz]	Leben
light U6	[laɪt]	hier: hell
like U1	[laɪk]	so wie ...; ähnlich ...
to like U2	[tə laɪk]	mögen
line U1	[laɪn]	Linie

list U5	[list]	Liste
to listen to U1	[tə 'lɪsn tu:]	zuhören
little U7	[lɪtl]	klein
to live U7	[tə 'lɪv]	leben
living room U3	[lɪ'vɪŋ ru:m]	Wohnzimmer
to lock SS6	[tə lɒk]	abschließen, sperren
long ASC4	[lɒŋ]	lang
to look ASC1	[tə lʊk]	schauen, sehen
to look at U1	[tə lʊk ət]	betrachten, ansehen
lots of U5	[lɒts ɒv]	viel, eine Menge
to love U2	[tə lʌv]	lieben, mögen
lovely SS2	[lʌvli]	schön, lieblich
luck U6	[lʌk]	Glück
lucky U6	[lʌki]	glückbringend
lunch U6	[lʌntʃ]	Mittagessen
lunchbox U6	[lʌntʃbɒks]	Jausenbox
lunchtime U12	[lʌntʃ taɪm]	Mittagspause

M

machine U11	[mə'ʃi:n]	Maschine
magazine U7	[mægə'zɪ:n]	Zeitschrift, Magazin
magic SS4	[mædʒɪk]	magisch, verwunschen
to make U1	[tə merk]	machen
male U7	[merl]	männlich
man (pl men) U5	[mæn, men]	Mann
to manage U3	[tə 'mænɪdʒ]	kontrollieren
many U2	[meni]	viele
map SS1	[mæp]	Karte
marathon U10	['mærəθən]	Marathon
March U12	[mɑ:tʃ]	März
market U9	[ma:kɪt]	Markt
match U10	[mætʃ]	Spielduell
to match U1	[tə mætʃ]	zum ... passen
maths U2	[mæθs]	Mathe
May U12	[meɪ]	Mai
maybe U7	[merbi]	vielleicht
me U1	[mi:]	ich
Me too. U1	[mi: 'tu:]	... auch
meal U6	[mi:l]	Mahlzeit, Essen
to mean U11	[tə mi:n]	bedeinen, bedeuten
meat G	[mi:t]	Leber, Fleisch
to meet U1	[tə mi:t]	(sich) treffen, begegnen, lernen
menu U6	[menju:]	Menü, Speisekarte
metre U8	[metr]	Meter
midnight U12	[mɪdnaɪt]	Mitternacht
milk U6	[mɪlk]	Milch
million U12	[mɪ'ljən]	Million
to mind U11	[mɪnd]	mimen
minute U4	[minɪt]	Minute
to miss U1	[tə mis]	verpassen, verfehlten
Miss U2	[mis]	Frau (Anrede)
missing U1	[mis.ɪŋ]	fehlend; verschwunden
mistake U5	[mɪ'steɪk]	Fehler
Monday U5	[mʌndei]	Montag
money U4	[mʌni]	Geld

month U12	[mʌnθ]	Monat
moon U11	[mu:n]	Mond
more U1	[mɔ:r]	mehr
morning U5	[mɔ:nɪŋ]	Morgen
mosquito (pl mosquitoes) U11	[məskɪ:təʊ, məskɪ:təʊz]	(Stech-)Mücke
most U8	[mɒst]	am meisten; die meisten
mother U7	[mʌðə]	Mutter
mountain U10	[maʊntən]	Berg
mountain biker U7	[maʊntən 'baɪkə]	Mountainbiker
mouse (pl mice) U7	[maʊs, maɪs]	Maus
mouth U1	[maʊθ]	Mund
to move U1	[tə mʌv]	(sich) bewegen
movement U8	[mu:vmənt]	Bewegung
Mr U2	[mɪə(r)]	Herr (Anrede)
much U4	[mʌtʃ]	viel; sehr
muesli U7	[mju:zli]	Müsli
mum U1	[mʌm]	Mama, Mutti
music U7	[mu:zɪk]	Musik
my SS3	[maɪ]	müssen
myself U1	[maɪ 'self]	mein/meine Ich heiße ... , Mein Name ist ... ich/mich selbst
N		
name U1	[neɪm]	Name
near U12	[nɪəl]	fast, beinahe
to need U2	[tə ni:d]	brauchen
negative U3	[nɪgətɪv]	negativ
nervous U3	[nɜ:zvəs]	nervös
never U3	[ne'ver]	nie(mals)
new U2	[nju:]	neu
New Zealand U10	[nju: 'zi:lənd]	Neuseeland
next to U4	[nekst tu:]	neben
nice U2	[naɪs]	schön, angenehm; nett
Nice to meet you! U2	[naɪs tu: mi:t ju]	Es freut mich, dich/Sie kennen zu lernen!
night U5	[naɪt]	Nacht
nine U1	[nain]	neun
nineteen U1	[nain'ti:n]	neunzehn
ninety U9	[naɪnti]	neunzig
ninth U12	[naɪnθ]	neunter/neunte/neuntes
no U1	[nəʊ]	nein; kein/keine
No problem.	[nəʊ p�oble:m]	Kein Problem.
No way! ASC4	[nəʊ weɪ]	Auf keinen Fall!
nobody U12	[nəʊbədɪ]	niemand
none U6	[nʌn]	nichts; keine
normal U8	[nɔ:ml]	normal
north U11	[nɔ:θ]	Norden
nose U7	[nəʊz]	Nase
not U2	[nɒt]	nicht
not again U3	[nɒt ə'gen]	nicht schon wieder
not even U10	[nɒt i:vən]	nicht einmal
Not you as well! ASC8	[nɒt ju: æz wɛl]	Nicht du auch noch!

nothing U11	[nʌθɪŋ]	nichts
November U12	[nəʊvəmber]	November
now U1	[naʊ]	jetzt; sofort
Now you! ASC3	[naʊ ju:]	Jetzt du!
nowhere SS4	[nəʊwɛər]	nirgends
number U1	[nʌmbə]	Zahl; Ziffer, Nummer
nut SS2	[nʌt]	Nuss

O

(three) o'clock U12	[θri: ə'klɒk]	(drei) Uhr
object U6	[ə'bɒdʒɪkt]	Objekt
object pronoun U6	[ə'bɒdʒɪkt 'prəʊnəʊn]	Objektpronomen
ocean U9	[ə'ʃən]	Ozean
October U12	[ɒk'təʊbə]	Oktober
of U1	[ɒv]	von
of course U6	[ɒv kɔ:s]	natürlich, gewiss
offer U12	[ɒfə]	Angebot
often U5	[ɒfn]	oft, häufig
Oh, come on! SS5	[əʊ̯ kʌm ɒn]	Ach, komm schon!
Oh dear! ASC3	[əʊ̯ dɪə]	Oje!, Ach du liebe Zeit!
old ASC1	[əʊld]	alt
Olympics U10	[ə'lɪmpɪks]	Olympischen Spiele
on U1	[ən]	auf; weiter; hier: ein
on the way SS5	[ən ðə weɪ]	auf dem Weg
one U1	[wʌn]	eins
onion U6	[ʌnɪən]	Zwiebel
only U1	[əʊnli]	nur
to open U8	[tə əʊpən]	öffnen
option U1	[əpʃən]	Option, Möglichkeit
or U1	[ɔ:r]	oder
orange U1	[ɔ:rɪndʒ]	orange, Orange
order U1	[ɔ:de]	Kommando
ordinal U12	[ɔ:dnɪəl]	Ordnung
to organise U12	[tə 'ɔ:ɡənaɪz]	organisieren, organisieren
other U2	[ʌðə]	anderer/andere/ anderes
our U4	[aʊər]	unser, uns
outside U3	[aʊt'saɪd]	draußen
own U2	[əʊn]	seiner/eigene/

P

packed lunch U6	[pækɪt lʌntʃ]	Packpaket
packaging U9	[pækɪdʒɪŋ]	Verpackung
packet U6	[pækɪt]	Paket
page U1	[peɪdʒ]	Seite
to paint U8	[tə peɪnt]	malen, zeichnen
painting U3	[peɪnɪŋ]	Gemälde
paper U3	[peɪpə]	Papier
paradise U11	[pə'reɪdɪs]	Paradies
parents U7	[pə'rentz]	Eltern
part U1	[pɑ:t]	Teil
partner U1	[pɑ:tner]	Partner/Partnerin
party U11	[pa:ti]	Party, Feier
past U10	[pa:st]	Vergangenheit
pasta (no pl) U5	[pa:stə]	Nudeln, Teigwaren

PE (physical education) U2	[pi:ɪsɪ]	Sportunterricht; Turnen
pen U1	[pen]	Feder; Stift
pencil U1	[pensl]	Bleistift
pencil case U1	[pensl keɪs]	Federpenal
people (pl) U1	[pi:pl]	Leute, Menschen
perfect U6	[pɜ:fɪk]	perfekt
perhaps U9	[pə'hæps]	vielleicht
person (pl people) U3	[pɜ:sn]	Person
pet U4	[pet]	Haustier
p.m. U12	[pi'em]	nachmittags
phone U5		Handy
to phone U	[tə fo:n]	anrufen
photo U1	[fəʊtəʊ]	Foto
photo story U1	[fəʊtəʊ 'stɔ:ri]	Bildgeschichte
phrase U2	[fɪəs]	Phrase; Satz
piano U8	[pi'ænɔ]	Klavier
to pick U4	[tə pɪk]	wählen
to pick up U	[tə pɪk ʌp]	aufheben, aufsammeln
picture U1	[pɪktʃə]	Bild
pig U6	[pi:z]	Stück
piggy bank U6	[pi:zɪ ˈbæŋk]	ein Stück Papier
pineapple U6	[pi:næpəl]	Ananas
place U4	[pleɪs]	Platz
plan U5	[plæn]	Plan
planet U9	[plænɪt]	Planet
play U2	[plæɪ]	Plastik
player U10	[plɪə]	spielen
playful U3	[plɪ:fl]	Spieler/Spielerin
point at U	[tə pɔɪnt ət]	bitte
police (no pl) U5	[pə'li:s]	zeigen (auf)
pond ASC3	[pənd]	Polizei
pool SS3	[pu:ł]	Teich, Tümpel
pool of water SS3	[pu:ł əv 'wɔ:tə]	Teich, Becken
poor U5	[pu:ə mi:]	Wasserteich, Wasserbecken
poor you! ASC3	[pu:ə ju:]	Ich Ärmste/r!
to pop U3	[tə pop]	Du Arme/r!
pork U6	[pɔ:k]	aufplatzen, knallen
portal SS4	[pɔ:tał]	Schweinefleisch
positive U3	[pɔzɪtɪv]	Portal, Pforte
possessive U7	[pə'zesɪv]	positiv
pound U4	[pəund]	besitzanzeigend
to practise U1	[tə præk'tɪs]	Pfund
preposition U4	[prə'pəzɪʃn]	üben
preposition of place U4	[,prəpə'zɪʃn əv pleɪs]	Präposition, Vorwort
present U6	[preznt]	Ortspräposition
pretty U7	[prɪti]	Geschenk
price U9	[praɪs]	häbsch
to print out U11	[tə prɪnt əut]	Preis
prison SS5	[prɪzən]	ausdrucken
prize U10	[praɪz]	Gefängnis
problem U2	[prɒbləm]	Preis, Auszeichnung
professional U10	[prə'feʃənl]	Problem
programme U12	[prəʊgræm]	Profi, Experte/Expertin
		Programm, Sendung

project U1	[prə'dʒekt]	Projekt
projector ASC11	[prə'dʒekٹə]	Beamer, Projektor
to promise SS3	[tə 'prɔmɪs]	versprechen
pronoun U2	[prə'nəʊn]	Pronomen, Fürwort
pullover U3	[pʊl'vevər]	Pullover
to put U1	[tə 'put]	setzen, legen, stellen
to put on ASC9	[tə 'put ɒn]	anziehen; aufsetzen
to put up U11	[tə 'put ʌp]	aufhängen, aufstellen

Q

quarter U12	[k'wɔ:tə]	Viertel
quarter past (three) U12	[ə 'kwo:tə pa:st (θri:)]	Viertel nach (drei)
quarter to (nine) U12	[ə 'kwo:tə tə (naɪn)]	Viertel vor (neun)
question U1	[k'vestʃən]	Frage
quick U2	[kwɪk]	schnell
quietly ASC5	[k'waɪətlɪ]	leise, ruhig
quite U10	[k'waɪt]	ziemlich

R

rabbit U4	[ræbɪt]	Kaninchen
race U10	[reɪs]	Rennen
to race down U10	[tə reɪs daʊn]	hinunterrasen
racer U10	[reɪsə]	Rennfahrer/ Rennfahrerin
racing U10	[reɪsɪŋ]	Rennen
to rap U1	[tə ræp]	rappen
rat SS1	[ræt]	Ratte
Rats! SS4	[ræts]	Mist!
to react U6	[tə ri'ækt]	reagieren
to read U1	[tə ri:d]	lesen
to read out U1	[tə ri:d əʊt]	vorlesen
ready ASC9	[redi]	vorbereitet, fertig
real U10	[ri:əl]	wirklich, echt, real
really U4	[ri:əli]	wirklich
to recharge U3	[tə ri:tʃa:dʒ]	wiederaufladen (akk)
rechargeable U9	[ri:tʃa:dʒəbəl]	wiederaufladbar
record U8	[rekɔ:d]	Rekord
record holder U10	[rekɔ:d həʊldə]	Rekordhalter/ Rekordhalterin
to recycle U9	[tə ri'saɪkəl]	recyceln
red U1	[red]	rot
relative U10	[rɪ'lætɪv]	Verwandter/ Verwandte
to remember U1	[tə ri'membə]	nach erinnern (an)
to repeat U1	[tə ri'pit]	wiederholen
restaurant U6	[re'staʊənət]	Restaurant
revision U1	[rɪ'vezən]	Wiederholung
rice SS4	[raɪs]	Reis
to ride U1	[tə rایd]	reiten; fahren
to ride a bike U1	[tə rایd ə baɪk]	radfahren
right U1	[raɪt]	richtig, korrekt
right now U4	[raɪt naʊ]	gerade jetzt
to rip up U3	[tə rip ʌp]	zerreißen
river U9	[rɪvə]	Fluss
room U3	[ru:m]	Raum
routine U5	[ru'ti:n]	Routine
rubber U1	[rʌbə]	Radiergummi

ruler U1	[ru:la]	Lineal
to run U5	[tə rʌn]	laufen, rennen
runner U10	[rʌnə]	Läufer/Läuferin
S		
sad U3	[sæd]	traurig
safe SS3	[sef]	sicher
salad U6	[sə'læd]	Garnelen, Salat
sale U9	[seɪl]	Verkauf
the same U5	[ðə seɪm]	derselbe/dieselbe/ dasselbe
sandwich U3	[sænwɪtʃ]	Sandwich, belegtes Brot
Saturday ASC2	[sætə'deɪ]	Samstag
sauce U6	[sɔ:s]	Soße
sausage U6	[sɔ:sɪdʒ]	Wurst, Würstel
to say U1	[tə seɪ]	sagen
scared U10	[skri:d]	ängstlich, verängstigt
scary U10	[skeə.ri]	gruselig, furchterregend
school U1	[sku:l]	Schule
school bag U11	[sku:l bæg]	Schultasche
school subject U2	[sku:l da:bɪkt]	Schultanz, Schulball
school thing U1	[sku:l θɪŋz]	Schulfach
to score U11	[tə skɔ:]	Schulsachen
screen U3	[skrɪ:n]	treffen; schießen
second U9	[sɛkənd]	Bildschirm
second U10	[sekənd]	Sekunde
secret SS1	[si:kret]	zweiter/zweite/ zweites
see U2	[tə si:]	geheim
seller U9	[selə]	sehen
sentence U1	[sentəns]	Verkäufer/ Verkäuferin
separate U6	[sepə'ret]	Satz
September U12	[sep'tembə]	getrennt, separat
seven U1	[sevn]	September
seventeen U1	[sevn'ti:n]	sieben
seventh U12	[sevənθ]	siebzehn
seventy U9	[sevnti]	siebter/siebte/ siebtes
to shake U8	[tə ʃeɪk]	siebzig
to share U3	[tə ʃeə]	schütteln
she ASC2	[ʃi]	teilen
sheep (pl. sheep) U5	[ʃi:p]	sie
shirt U9	[ʃɜ:t]	Schaf
shoe (pl. shoes) U7	[ʃu:, ʃu:z]	Hemd
shop U9	[ʃɒp]	Schuh
to shop U9	[tə ʃɒp]	Geschäft, Laden
short U1	[ʃɔ:t]	einkaufen
should U9	[ʃʊd]	klein; kurz
to shout U3	[tə ʃaʊt]	sollte/n, solltest
show U11	[ʃəʊ]	schreien, rufen
to show U8	[tə ʃəʊ]	Sendung, Show
to sign U12	[tə saɪn]	zeigen
simple U1	[s'ɪmpəl]	unterschreiben
to sing U1	[tə sɪŋ]	einfach
		singen

singer U8	[sɪŋə]	Sänger/Sängerin	steak U5	[steɪk]	Steak
sir ASC4	[sɜː]	Herr (Anrede)	step U1	[step]	Schritt
sister U4	[sɪsٹə]	Schwester	still ASC8	[stɪl]	trotzdem; noch
to sit ASC5	[tə sɪt]	sitzen	stop U11	[stɒp]	Haltestelle
to sit down ASC5	[tə sɪt daʊn]	sich (hin-)setzen	to stop U1	[tə stop]	stoppen, aufhören
six U1	[sɪks]	sechs	storm SS1	[stɔːm]	Sturm
sixteen U1	[sɪks'tiːn]	sechzehn	story U1	[ˈstɔːri]	Geschichte
sixth U12	[sɪksθ]	sechster/sechste/sechstes	strange U5	[streɪnɪɡ]	komisch, eigenartig
sixty U9	[sɪksti]	sechzig	strawberry SS2	[ˈstrɔːbəri]	Frischeere
size U7	[saɪz]	Größe	street U10	[striːt]	Gasse
to skate U2	[tə sket]	Eislaufen	stress U3	[stres]	Betonung
sketch U2	[sketʃ]	Sketch	to be stressed U11	[tə bi 'stresɪd]	gestresst sein
to ski U8	[tə skiː]	Ski fahren	stressful U1	[ˈstresfʊl]	stressig
skill U1	[skɪl]	Fähigkeit	strong U10	[strɒŋ]	stark
skirt U9	[skɜːt]	Rock	student U2	[stjuːdənt]	Schüler/Schülerin; Student/Studentin
sky U7	[skaɪ]	Himmel	to study AS1	[tə stuːdɪ]	studieren, lernen
to sleep U5	[tə sliːp]	schlafen	stuff U9	[stʌf]	Zeug, Kram, Sachen
small U4	[smɔːl]	klein	stunning U1	[ˈstʌnɪŋ]	erstaunlich
smart U7	[smɑːt]	klug, intelligent	stupid U12	[stjuːpɪd]	dumm
to smell SS2	[tə smel]	riechen; hier: stinken	style U9	[staɪl]	Stil
smelly SS5	[smeli]	stinkend, übelriechend, muffig	sun U2	[sʌn]	Schulfach; Subjekt
smile U11	[smail]	Lächeln	sunburnt U2	[sʌnbɜːnt]	Subjektpronomen
to smile U12	[tə smail]	lächeln	suddenly U7	[sədn̩.li]	plötzlich
snack U5	[snæk]	Snack, Imbiss	summer U11	[sʌmə]	Sommer
snake U4	[ʃneɪk]	Schlange	sun U5	[sʌn]	Sonne
so U2	[səʊ]	so (sehr)	to sun U1	[tə sʌn]	bleiben
sock U9	[sɒk]	Socke	sunday U5	[sʌndeɪ]	Sonntag
sofa U4	[səʊfə]	Sofa	superhero ASC11	[suːpə'hɪərəʊ]	Superheld
some U5	[sʌm]	einige, ein paar	superstar U11	[suːpə'staː]	Superstar
someone U3	[sʌmweɪn]	jemand	super U6	[suːpə]	sicher
something U3	[sʌmθɪŋ]	etwas	surprise ASC1	[suː'praɪz]	Überraschung
sometimes U5	[sʌmtaɪmz]	manchmal	sweet U6	[swiːt]	süß
song U1	[sɒŋ]	Lied	sweet and sour U6	[swiːt ænd 'saʊə]	süß-sauer
soon U3	[suːn]	schon	to swim U5	[tə swɪm]	schwimmen
sorry ASC2	[sɔri]	Verzeihung, Entschuldigung			
sour U6	[saʊə]		table U1	[teɪbl]	Tisch
south U11	[saʊθ]	Süden	table U5	[ˈteɪbl]	Tabelle
South Africa U10	[saʊθ 'æfrɪkə]	Angola, Südafrika	table tennis U5	[ˈteɪbl ,tenɪs]	Tischtennis
Spain U10	[spæn]		to take U5	[tə teɪk]	(mit-)nehmen, bringen
to speak U1	[tə spɛk]	sprechen	to take photos U11	[tə teɪk 'fəutəʊz]	Fotos machen
speed U10	[spɪd]	Velocity, Geschwindigkeit	takeaway U6	[ˈteɪkəweɪ]	Essen zum Mitnehmen
to spell U2	[spel]	Instablieren	to talk U1	[tə tɔːk]	sprechen, sich unterhalten
to spend U4	[spend]	(Geld) ausgeben	to talk about U2	[tə tɔːk ə'baʊt]	sprechen über
spider U8	[spaɪdə]	Spinnennetz	tall U7	[tɔːl]	groß; hoch
to spin U10	[spɪn]	drehen	task U2	[taːsk]	Aufgabe, Übung
sports U7	[spɔːts]	Sport	tea U6	[tiː]	Tee
sporty U	[spɔːti]	sportlich	teacher ASC2	[tiːtʃə]	Lehrer/Lehrerin
to spray U12	[tə spreɪ]	spritzen, sprühen	team U10	[tiːm]	Mannschaft, Team
spring SS1	[sprɪŋ]	Brunnen, Quelle	to tell U1	[tə tel]	erzählen
squirrel SS2	[sɜːkɪə]	Eichhörnchen	ten U1	[ten]	zehn
stadium U12	[ˈsteɪdiəm]	Stadion	tennis U5	[tenɪs]	Tennis
to stand U9	[tə stænd]	stehen	tennis player U10	[tenɪs 'pleɪə]	Tennisspieler/Tennisspielerin
star U10	[staː]	Star			
to start U5	[tə start]	beginnen, starten			
to stay U11	[tə ster]	bleiben			

tennis pro U10	[tenɪs prəʊ]	Tennisprofi	tomorrow ASC2	[tə'mɔ:rəʊ]	morgen
tenth U12	[tɛnθ]	zehnter/zehnte/ zehntes	ton U8	[tʌn]	Tonne
terrible U8	[terəbl]	schrecklich, scheußlich	tonight U12	[tə'nɑ:t]	heute Abend; heute Nacht
test U3	[tɛst]	Test	too U1	[tu:]	auch; zu
to test U3	[tə tɛst]	testen	tooth (pl teeth) U8	[tu:θ, tɪθ]	Zahn
text U2	[tɛkst]	Text	torch SS1	[tɔ:tʃ]	Taschenlampe
thanks ASC1	[θæŋks]	danke, dankeschön	to touch U8	[tə tʊ:tʃ]	führen, anfassen
Thank you. ASC2	[θæŋk ju:]	Danke, Dankeschön	tour U10	[tʊər]	tour
that U1	[ðæt]	das; der/die/das	tournament U10	[tuənθəʊm]	Wettbewerb
That doesn't matter. U11	[ðæt ðdəznt mætə]	Es macht nichts., Das ist nicht wichtig.	town U9	[taʊn]	Stadt
That's it? U1	[ðæts it]	Ist das alles?	toy U9	[tɔi]	Spielzeug
That was close! SS6	[ðæt wəz kləʊz]	Das war knapp!	to train U11	[tə trineɪt]	trainieren
the U1	[ðə]	der/die/das	tram U11	[træm]	Straßenbahn
their U2	[ðeə]	ihr; deren	translation app U8	[træns'leɪʃən æp]	Übersetzungsapp
them U2	[ðeəm]	sie	trap SS2	[træp]	Falle
then U1	[ðen]	dann, danach	tree U5	[trri]	Baum
there U2	[ðeə]	da, dort	trick U1	[trɪk]	Trick, Kunststück
there is/are U1	[ðeə ɪz/a:]	es gibt, da ist/sind	trip U2	[trɪp]	Ausflug, Reise
these U2	[ði:z]	diese (dort)	true U2	[tru:]	richtig; wahr
they U1	[ðei]	sie	try U7	[trʌŋk]	Rüssel
thing U1	[θɪŋ]	Ding, Gegenstand	Tuesday U5	[tə trʌɪə]	versuchen
to think U2	[tə θɪŋk]	denken	Türk U8	[tju:zdeɪ]	Versuch(t) es!
to think of U3	[tə θɪŋk əv]	denken an	Türkiye U8	[tɜ:kjɪ]	Dienstag
third U12	[θɜ:d]	dritter/dritte/dritte	Turkish U8	[tɜ:kɪʃ]	Türkei
thirteen U1	[θɜ:'ti:n]	dreizehn	turn U8	[tə tɜ:n]	Türkisch
thirteenth U12	[θɜ:'ti:nθ]	dreizehnter/ dreizehnte/dreizehntes	turn on U11	[tə tɜ:n ən]	drehen
thirtieth U12	[θɜ:ti:θ]	drei&bigste/ drei&bigste/ drei&bigste	to turn to U7	[tə tɜ:n tu:]	einschalten
thirty U1	[θɜ:ti]	dreiund	television U8	[tɪ'vi: (təlɪvɪzən)]	sich wenden an
thirty-first U12	[θɜ:ti:fɜ:st]	dreiunddreißigste	twelfth U1	[twelfθ]	Fernseher; Fernsehen
this U2	[ðɪs]	diese	twelfth U1	[twelfθ]	zwölfter/zwölfe/ zwölftes
those U9	[ðəuz]	diese	twelve U1	[twelv]	zwölf
three U1	[θri:]	drei	twentieth U12	[tweintiθ]	zwanzigster/ zwanzigste/ zwanzigstes
to throw SS6	[tə θraʊ]	werfen	twenty U1	[twenti]	zwanzig
Thursday U5	[θɜ:zdeɪ]	Donnerstag	twins U6	[twin]	Zwilling
to tick U1	[tə tɪk]	anhaken	two U1	[tu:]	zwei
to tickle U11	[tə tɪk'l]	kratzen	U		
till U12	[tɪl]	bis	under U4	[ʌndə]	unter
time U2	[taɪm]	Zeit	underground U11	[ʌn.də'graʊnd]	U-Bahn
Time's up! ASC9	[taɪmz'ʌp]	Die Zeit ist um!	to underline U12	[tə 'ʌndəlaɪn]	unterstreichen
tip U5	[tɪp]	Tipp, Hinweis	to understand U1	[tə ʌndə'stænd]	verstehen
tired U3	[tɪrd]	müde	unhealthy U6	[ʌn'hɛlθi]	ungesund
to U1	[tu]	zu; bis; nach	unit U1	[ju:nɪt]	Lektion; Einheit
toast U1	[təʊst]	Toast	United Kingdom (UK) U4	[ju'haɪkəd 'kɪŋdəm]	Vereinigtes Königreich
today U1	[tə'deɪ]	heute	unlucky U12	[ʌn'lʌki]	erfolglos, Pech haben
toe U8	[təʊ]	Zehe	to unscramble U2	[tə ʌn'skræml]	entwirren
together U7	[tə'geðə]	zusammen	until U7	[ən'til]	bis
toilet U3	[tɔɪlɪt]	Toilette	up SS6	[ʌp]	hinauf; hier: auf
tomato (pl tomatoes) U6	[tə'ma:təʊ]	Tomate	upstairs SS3	[ʌp'steəz]	oben; im Obergeschoss
tomato sauce U6	[tə'ma:təʊ sɔ:s]	Tomatensoße	us U4	[əs]	uns

USA (United States of America) U2	[ju:es-er, ju:nɑ:tɪd] Vereinigte Staaten steɪts ov ə'merɪkə] von Amerika	schlagen
to use U1	[tə ju:z] verwenden, benutzen	weiß
usually U7	[ju:ʒuəli] gewöhnlich, normalerweise	wer
V		
vampire U11	[væmpaɪə] Vampir/Vampirin	Wer ist der/die nächste?
vegetable U9	[vɛdʒtəbl] Gemüse	warum
verb U3	[vɜ:b] Verb, Zeitwort	wild
very U2	[veri] sehr	weinen
Vienna U10	[vi'ɛnə] Wien	oder
vocabulary U1	[və'kæbələri] Vokabeln, Wortschatz	Wester
voice U1	[voɪs] Stimme	Gewinner/ Gewinnerin
volleyball U1	[vɔlɪ'bɔ:l] Volleyball	mit
vote ASC11	[vəʊt] Abstimmung	Wolf
W		
to wait ASC2	[tə weɪt] warten	wundervoll
Wait a minute. U5	[wεɪt ə 'mɪnɪt] Warte(t) einen Moment.	Holz
waiter U6	['weɪtə] Kellner/Kellnerin	Wort
to walk U5	[tə wɔ:k] (zu Fuß) gehen	Welt
to want U1	[tə wɒnt] wollen; wünschen	Weltrekord
warm SS5	[wɔ:m] warm	Welttour
waste U9	[weɪst] Abfall, Müll	Arbeit; Aufgabe
to watch U1	[tə wɔ:tʃ] ansehen; zuschauen	arbeiten
water U2	[wɔ:tə] Wasser	Wow! Toll!
water bottle U2	[wɔ:tə 'bɒtl] Wasserflasche	schreiben
to wave U8	[tə weɪv] winken	aufschreiben
way U9	[wei] Art, Weise	falsch; nicht in Ordnung
we U1	[wi] wir	Jahr(gang)
to wear ASC9	[tə weə] Kleidung	gelb
website U11	[wɛb,sait] Web	ja
Wednesday U5	[wenzdeɪ] Mittwoch	gestern
week U5	[wi:k] Woche	bisher
weekend U9	[wi:k'end] Wochenende	du
welcome U2	[welkəm] willkommen	jung
well U1	[wel] nun (ja), tja	dein/deine
Well done! SS3	[wel dən] gut gemacht!	Du bist dran!
wet ASC9	[wet] feucht	Nichts zu danken., Keine Ursache., Gern geschehen.
whale U8	[wei] Wale	yourself U2
what U1	[wɒt]	[ju:zelf]
What a mess! U12	[wɔ:t ə mes] für eine ordnung!	youth magazine U7
What a pity! U12	[wɔ:t ə pɪtɪ] Wie schade!	You've got to be kidding me! U9
What else is there? U6	[wɔ:t əls ɪz θeə] Was gibt es da noch?, Was ist da noch?	[ju:v ɡɒt tə bi 'kɪdɪŋ mi:]
What's the problem? U10	[wɔ:t'z ðə pɒbləm] Was ist das Problem?	Yuck! ASC6
What's your name? U10	[wɔ:t'z ju:nɛm?] Wie heißt du?, Wie heißen Sie?	[jʌk]
when U1	[wen]	yummy U5
where U2	[weə]	[ju:mɪ]
Where are you from? ASC10	[wɛr a: ju: frɒm] Woher kommst du?, Woher kommen Sie?	Z
which U10	[wɪtʃ]	zoo U4
		[zu:] Zoo

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ENGLISH

Step by Step

Student's Book

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